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ABSTRACT

In its Faculty Development Program, AAJC surveyed administrators to discover what in-service and other job-related programs now exist to encourage and help working teachers and to assess the availability and adequacy of continuing professional training. It covers only continuing or refresher studies for current faculty and staff, not pre-service academic preparation. Presidents of AAJC member colleges were asked to describe their own school's needs, and to compare them against the known national supply. Results from the 38% response are shown in graphic form. The data were collected and analyzed from March to June 1969. For each course area, data are given on existing and planned in-service training for college faculty and staff. Each section of the study has detailed and summary data on the national results. One appendix summarizes the results for the five geographical regions of the country, lists the states in each region, and the participating institutions. A second appendix gives more detailed tabular data on the survey's major results. A third reproduces the data collection instruments. The major observation was the deficiency of in-service training, which must be met by both 2- and 4-year institutions. The Association hopes this survey will serve as resource and stimulus to colleges, universities, government agencies, and all professionals concerned with the quality and quantity of in-service training. A later study will collect similar data from 2-year college faculty members. (HH)

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IN-SERVICE TRAINING FOR TWO-YEAR COLLEGE FACULTY AND STAFF

A Survey of Junior and Community College Administrators

AMERICAN ASSOCIATION OF JUNIOR COLLEGES
Faculty Development Project
1315 Sixteenth Street, N. W.
Washington, D. C.

JC 690 368

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 05 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE

PREFACE

Some 2 million students of all ages and backgrounds are today enrolled in 750 community and 250 independent and church-related junior colleges in virtually every state and territory of the country. To instruct and counsel a student body broad in its variety of characteristics, about 100,000 faculty members, administrators and other professionals are currently at work. These men and women have come to their tasks with a variety of backgrounds. They teach subjects as diverse as nursing and aeronautics, psychology and world affairs, chemistry and data processing. Located in rural areas, in small towns and in the heart of urban ghettos, these teachers and their professional colleagues share a paramount objective: to "make learning happen" for the fast-changing, fast-growing student population.

The quality of education which we experience is closely related to the quality of training and preparation of our instructors. Much of this professional preparation comes before pedagogical careers begin. However, there is an equally important requirement to keep teaching tools and abilities sharpened as new techniques and knowledge increase. Especially in the two-year institutions, teachers and other professionals clearly owe it to their students to remain alert and responsive to all significant developments, both in their special and related fields.

While many of us have long held feelings such as these, we have had only impressions about the real dimensions of the need for so-called in-service training. We have known even less about the kinds and amount of such training which is available, primarily at four-year colleges and universities. Without any firm basis of knowledge about the actual supply and demand for such training, concerned people could rely only on guesswork and hearsay.

With the publication of this Survey, we now begin to have available some solid evidence from which to draw conclusions. A clearer picture is taking shape, both nationally and regionally, of the growing field of staff development possibilities for professionals employed at the junior and community colleges throughout the country. The picture which emerges from the present study is by no means complete. However, it is a revealing and a suggestive one. On the one hand, we see the outline of a broad national demand for many types of in-service (or on-going) training which are thought (by two-year college administrators) to be needed for the staff. On the other hand, we begin to see how little of the needed work-related instruction is reported as available. The opportunities are too few for instructors, counselors, and other staff members to improve and increase their professional skills.

Despite this rather gloomy picture, there are some recent indications that the message has begun to "come across". In certain sectors, university seminars, government-funded institutes and foundation-aided workshops are increasing training opportunities for two-year college staff. Studies such as this one may contribute toward making these and other programs more responsive to the needs of our colleges for more and better staff development programs.

Edmund J. Gleazer, Jr.
August 21, 1969

IN-SERVICE TRAINING FOR TWO-YEAR COLLEGE FACULTY AND STAFF

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INTRODUCTION

In the fall of 1968, a prototype edition of the Association's Guide to In-Service Training for Two-Year College Faculty and Staff Members appeared. This document listed information on short courses and workshops which were held throughout the country for such professional people last year. This year, a more extensive AAJC Guide for 1969 was issued, listing some 200 training programs offered to administrative and instructional staff at these schools in 1969 and early 1970. Copies of both these publications were distributed to interested presidents, deans, faculty members and others in colleges and universities throughout the United States.

At approximately the same time as the 1969 AAJC Guide appeared, the first faculty and staff training grants were approved by the U.S. Office of Education under the new Education Professions Development Act (Part E). A complete list of projects funded for the first year of this program was also distributed nationally by USOE. In it were included $2.2 million for 421 one and two-year fellowship grants, as well as $4.7 million for training some 4000 participants in 78 short courses and workshops. A substantial percentage of the funds provided through both parts of this program was made available to train two-year college personnel at less-than-doctorate levels.*

In addition to the growing number of training programs listed in these separate directories, there are other signs of a recent national upsurge of interest in improving the preparation of professionals for staffing America's fastest growing sector of higher education - the junior and community colleges. Four-year colleges, universities and other training institutions throughout America are calling conferences and symposia on new and better ways of planning and cooperation to meet the staff development needs of local two-year colleges. Private consulting and research groups are also exploring the field as scores, even hundreds, of additional junior colleges are now in the conceptual or formative stages and are due to open soon.

This year the national figure for two-year college faculty reached 85,000. Another 11,000 people are employed as administrators of these institutions. Projections indicate that at least double and possible triple (or more) that number will be reported in the AAJC Directory a decade hence. Student enrollments are also growing by leaps and bounds. As of the Fall of 1968, over 1.9 million students were reported enrolled at a total of 993 two-year colleges. Recently, admission figures have been rising by some 250,000 to 300,000 new students every year.

This phenomenal pattern of growth must be viewed within the framework of an equally impressive expansion of curricular fields, diversification of student backgrounds, and of dramatic changes now occurring in the expanded sources of recruitment for new junior college professional staff members. Taking all these factors into consideration, the challenge becomes increasingly urgent to discover whether and to what extent such working teachers and administrators have available to them the kind and amount of job-related training which they really need. Put differently, do in-service programs now exist which will encourage and assist these people to really help "cause learning to happen" for nearly 2 million post-secondary students attend-

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* A more detailed analysis of this program, entitled "What Do the EPDA Awards Mean To the Two-Year Colleges?", is available from the Association.

ing two-year colleges throughout the USA? It is toward the task of assessing the availability and adequacy of such continuing professional training opportunities that this study is directed.

The Survey is intended to provide information only on continuing or refresher studies related to the work of current faculty and staff at American junior and community colleges. Information on pre-service academic programs designed to prepare new professional personnel is beyond the basic scope and interest of the present study.

To collect data for this publication, the Association asked presidents of its member colleges to describe their own "felt needs" for in-service development and improvement of their faculty and staff. These chief executives were then asked to compare this demand with the known national supply of relevant training opportunities. Some 288 or 38% of AAJC institutional members complied by completing and returning the survey questionnaire. Major results of this assessment are summarized in graphic form in a National Survey of Training Demand.

The next section of the study compares the "demand data" with the known supply of local training to meet it. For each course area mentioned by respondents, information is presented on the availability of in-service training known to be underway or planned by colleges and universities for junior college faculty and staff members throughout the country. In each section of the study, detailed and summary data is presented on the basis of national results. Subsequently, Appendix A summarizes survey results for the five geographical regions of the country - Northeast, South Atlantic, South, North Central and West. A list of the states in each region, together with the institutions which participated in the Survey, is also included. More detailed tabular data illustrating the major results of the Survey comprises Appendix B. Appendix C reproduces each data collection instrument used in the study. Information included was collected and analyzed during the period March to June, 1969.

Special thanks are due to Debbe Gladstone, Assistant to the Project Director, for her fine work and dedication throughout this study. The Association also wishes to express its gratitude to the many universities and colleges, both two and four-year, as well as to the other institutions and organizations which kindly cooperated by preparing and making available so much of the training information, and completing the in-service training questionnaires for inclusion in the Survey. In this connection, readers should note that no claim is made for the complete accuracy nor for the "national inclusiveness" of all data contained herein.

Before this study was begun, only suspicions existed about the national "deficiencies" which might turn out to exist in the in-service training supply and demand picture. Now, despite many good efforts by users and suppliers alike, it seems painfully evident that both two and four-year colleges still have a long way to go to "close the training gap". However, neither blame nor responsibility for this situation should be inferred from the publication of this Survey. Rather, the Association is sponsoring this publication in the hope that it may serve as a resource and a stimulus to colleges, universities, foundations, government agencies and for others professionally concerned with the need to understand and improve the availability, quality and particularly the relevance of in-service training for junior and community college personnel throughout the country.

Readers may be interested to note that, by the end of the year, the Association anticipates the publication of a companion volume to the Survey. This will be a study of the results obtained from a national sampling of two-year college faculty members who are now being asked essentially the same questions as those posed to administrators in this study.

Derek S. Singer
September, 1969

LIST OF COLLEGES INCLUDED IN SURVEY

Alabama:

Gadsden State Junior College - Gadsden
Jefferson State Junior College - Birmingham
Selma University - Selma
Snead State Junior College - Boaz
William Lowndes Yancey State Junior College - Bay Minette

Arizona:

Mesa Community College - Mesa
Pima College - Tucson

Arkansas:

Crowley's Ridge College - Paragould
Phillips County Community College - Helena

California:

Antelope Valley College - Lancaster
Cabrillo College - Aptos
Citrus College - Azusa
College of Marin - Kentfield
College of San Mateo - San Mateo
Contra Costa College - San Pablo
Cypress Junior College - Cypress
De Anza College - Cupertino
East Los Angeles College - Los Angeles
Foothill College - Los Altos Hills
Gavilan College - Gilroy
Golden West College - Huntington Beach
Grossmont Junior College - El Cajon
Hartnell College - Salinas
Humphreys College - Stockton
Long Beach City College - Long Beach
Los Angeles City College - Los Angeles
Los Angeles Pierce College - Woodland Hills
Mount San Jacinto College - Gilman Hot Springs
Napa College - Napa
Ohlone College - Fremont
Palo Verde College - Blythe
Pasadena City College - Pasadena
Porterville College - Porterville
Reedley College - Reedley
Solano College - Vallejo
San Bernardino Valley College - San Bernardino
San Diego Community College - San Diego
San Jose City College - San Jose
Santa Ana College - Santa Ana

Colorado:

Lamar Community College - Lamar
Mesa College - Grand Junction
Otero Junior College - La Junta
Rangely College - Rangely

Connecticut:

Manchester Community College - Manchester
Mattatuck Community College - Waterbury
Middlesex Community College - Middletown

Delaware:

Brandywine College - Wilmington
Delaware Technical and Community College - Wilmington

Florida:

Brevard Junior College - Cocoa
Broward Junior College - Fort Lauderdale
Chipola Junior College - Marianna
College of Orlando - Orlando
Daytona Beach Junior College - Daytona Beach
Edison Junior College - Fort Myers
Florida College - Temple Terrace
Gulf Coast Junior College - Panama City
Hillsborough Junior College - Tampa
Indian River Junior College - Fort Pierce
Manatee Junior College - Bradenton
Miami-Dade Junior College - Miami
North Florida Junior College - Madison
Palm Beach Junior College - Lake Worth
Polk Junior College - Winter Haven
St. Petersburg Junior College - St. Petersburg
Santa Fe Junior College - Gainesville
Seminole Junior College - Sanford
South Florida Junior College - Avon Park
Valencia Junior College - Orlando
Webber College - Babson Park

Georgia:

Abraham Baldwin College - Tifton
Albany Junior College - Albany
Andrew College - Cuthbert
Dalton Junior College - Dalton
DeKalb College - Clarkston
Reinhardt College - Waleska

Hawaii:

Kapiolani Community College - Honolulu
Kauai Community College - Lihue

Idaho:

North Idaho Junior College - Coeur d'Alene

Illinois:

Central YMCA Community College - Chicago
Chicago City College (Bogan Campus) - Chicago
College of DuPage - Glen Ellyn
Danville Junior College - Danville
Highland Community College - Freeport
Kendall College - Evanston
Kishwaukee College - Malta
Mayfair City College - Chicago
McHenry County College - Crystal Lake
Monticello College - Godfrey
Moraine Valley Community College - Palos Hills
Robert Morris College - Carthage
Southeastern Illinois College - Harrisburg
Spoon River College - Canton
Springfield College in Illinois - Springfield
Triton College - River Grove
Waubonsee Community College - Aurora
William Rainey Harper College - Palatine
Wright College - Chicago

Iowa:

Boone Junior College - Boone
Des Moines Area Community College - Ankeny
Iowa Lakes Community College - Estherville
Ottumwa Heights College - Ottumwa
Palmer Junior College - Davenport

Kansas:

Butler County Community Junior College - El Dorado
Coffeyville County Junior College - Coffeyville
Donnelly College - Kansas City
Highland Community Junior College - Highland
Kansas City Community Junior College - Kansas City
Pratt Community Junior College - Pratt

Kentucky:

Alice Lloyd College - Pippa Passes
Lees Junior College - Jackson
Saint Catherine College - St. Catherine

Maryland:

Catonsville Community College - Catonsville
Charles County Community College - La Plata
Chesapeake College - Wye Mills

Maryland (cont'd):

Montgomery Junior College - Takoma Park
Mount Providence Junior College - Baltimore
Prince George's Community College - Largo
Xaverian College - Silver Spring

Massachusetts:

Bay Path Junior College - Longmeadow
Bristol Community College - Fall River
Fisher Junior College - Boston
Leicester Junior College - Leicester
Massachusetts Bay Community College - Watertown
Mount Wachusett Community College - Gardner
North Shore Community College - Beverly
Worcester Junior College - Worcester

Michigan:

Alpena Community College - Alpena
Concordia Lutheran College - Ann Arbor
Delta College - University Center
Glen Oaks Community College - Centreville
Henry Ford Community College - Dearborn
Highland Park College - Highland Park
Jackson Community College - Jackson
Kalamazoo Valley Community College - Kalamazoo
Kellogg Community College - Battle Creek
Lansing Community College - Lansing
Macomb County Community College - Warren
  Center Campus - Mt. Clemens
  South Campus - Warren
Mid Michigan Community College - Harrison
Monroe County Community College - Monroe
Muskegon Community College - Muskegon
Northwestern Michigan College - Traverse City
Schoolcraft College - Livonia

Minnesota:

Bethany Lutheran College - Mankato
Brainerd State Junior College - Brainerd
Hibbing State Junior College - Hibbing
Itasca State Junior College - Grand Rapids
North Hennepin State Junior College - Osseo
Northland State Junior College - Thief River Falls
Rochester State Junior College - Rochester
St. Mary's Junior College - Minneapolis
Willmar State Junior College - Willmar

Mississippi:

East Central Junior College - Decatur

Mississippi (cont'd):

Gulf Park College - Long Beach
Northwest Mississippi Junior College - Senatobia
Pearl River Junior College - Poplarville
Wood Junior College - Mathiston

Missouri:

Christian College - Columbia
Cottey College - Nevada
Crowder College - Neosho
Florissant Valley Community College - St. Louis
Jefferson College - Hillsboro
Meramec Community College - Kirkwood
State Fair Community College - Sedalia
Three Rivers Junior College - Poplar Bluff

Nebraska:

Central Nebraska Tech - Hastings
Platte College - Columbus

New Hampshire:

Colby Junior College - New London

New Jersey:

Assumption College for Sisters - Mendham
Bergen Community College - Paramus
Burlington County College - Pemberton
Camden County College - Blackwood
Cumberland County College - Vineland
Essex County College - Newark
Middlesex County College - Edison
Monmouth College - West Long Branch
Ocean County College - Toms River
Somerset County College - Green Brook

New Mexico:

New Mexico Military Institute - Roswell

New York:

Bennett College - Millbrook
Borough of Manhattan Community College - New York
Bronx Community College - Bronx
Broome Technical Community College - Binghamton
Cazenovia College - Cazenovia
Dutchess Community College - Poughkeepsie
Erie County Technical Institute - Buffalo
Fashion Institute of Technology - New York

New York (cont'd):

Fulton Montgomery Community College - Johnstown
Genesee Community College - Batavia
Herkimer County Community College - Ilion
Immaculata College - Hamburg
Jefferson Community College - Watertown
Maria College of Albany - Albany
Maria Regina College - Syracuse
New York City Community College - New York
Niagara County Community College - Niagara Falls
North Country Community College - Saranac Lake
Orange County Community College - Middletown
State University of New York - Farmingdale
Tompkins Cortland Community College - Groton
Ulster County Community College - Stone Ridge
Villa Marie College - Buffalo

North Carolina:

Caldwell Technical Institute - Lenoir
Cape Fear Technical Institute - Wilmington
Catawba Valley Technical Institute - Hickory
Central Piedmont Community College - Charlotte
Chowan College - Murfreesboro
Craven County Technical Institute - New Bern
Gaston College - Dallas
Lees-McRae College - Banner Elk
Lenoir County Community College - Kinston
Mitchell College - Statesville
Mount Olive College - Mount Olive
Richmond Technical Institute - Rockingham
Southeastern Community College - Whiteville
Surry Community College - Dobson
Western Piedmont Community College - Morganton
Wingate College - Wingate

North Dakota:

Bismarck Junior College - Bismarck
North Dakota State School of Science - Wahpeton

Ohio:

Columbus Technical Institute - Columbus
Lorain County Community College - Elyria
Lourdes Junior College - Sylvania
University of Toledo Community and Technical College - Toledo

Oklahoma:

Northern Oklahoma College - Tonkawa
St. Gregory's College - Shawnee

Oregon:

Central Oregon Community College - Bend
Mount Hood Community College - Gresham
Treasure Valley Community College - Ontario

Pennsylvania:

Bucks County Community College - Newtown
Butler County Community College - Butler
Community College of Allegheny County - Monroeville
Community College of Beaver County - Freedom
Community College of Delaware County - Media
Community College of Philadelphia - Philadelphia
Eastern Pilgrim College - Allentown
Harrisburg Area Community College - Harrisburg
Williamsport Area Community College - Williamsport

South Carolina:

Greenville Technical Education Center - Greenville
North Greenville Junior College - Tigerville
Richland Technical Education Center - Columbia

South Dakota:

Presentation College - Aberdeen

Tennessee:

Aquinas Junior College - Nasvhille
Cleveland State Community College - Cleveland
Martin Junior College - Pulaski
Morristown College - Morristown
State Technical Institute - Memphis

Texas:

Amarillo College - Amarillo
Bee County College - Beeville
Brazoport Junior College - Freeport
Dallas County Junior College District - Dallas
Del Mar College - Corpus Christi
Laredo Junior College - Laredo
Navarro Junior College - Corsicana
San Antonio College - San Antonio
San Jacinto College - Pasadena
South Texas Junior College - Houston
Southwest Texas Junior College - Uvalde
Texarkana College - Texarkana
Texas Southmost College - Brownsville
Weatherford College - Weatherford
Wharton County Junior College - Wharton

Vermont:

Champlain College - Burlington
Vermont Technical College - Randolph Center

Virginia:

Blue Ridge Community College - Weyers Cave
Dabney S. Lancaster Community College - Clifton Forge
Ferrum Junior College - Ferrum
John Tyler Community College - Chester
Northern Virginia Community College - Annandale
Sullins College - Bristol
Virginia Western Community College - Roanoke

Washington:

Big Bend Community College - Moses Lake
Centralia College - Centralia
Edmonds Community College - Edmonds
Fort Steilacoom Community College - Tacoma
Lower Columbia College - Longview
Olympic College - Bremerton
Tacoma Community College - Tacoma

West Virginia:

Potomac State College - Keyser

Wisconsin:

Madison Area Technical College - Madison
Nicolet College and Technical Institute - Rhinelander
Western Wisconsin Technical Institute - La Crosse

Wyoming:

Central Wyoming College - Riverton
Western Wyoming College - Rock Springs

NATIONAL SURVEY OF TRAINING DEMAND

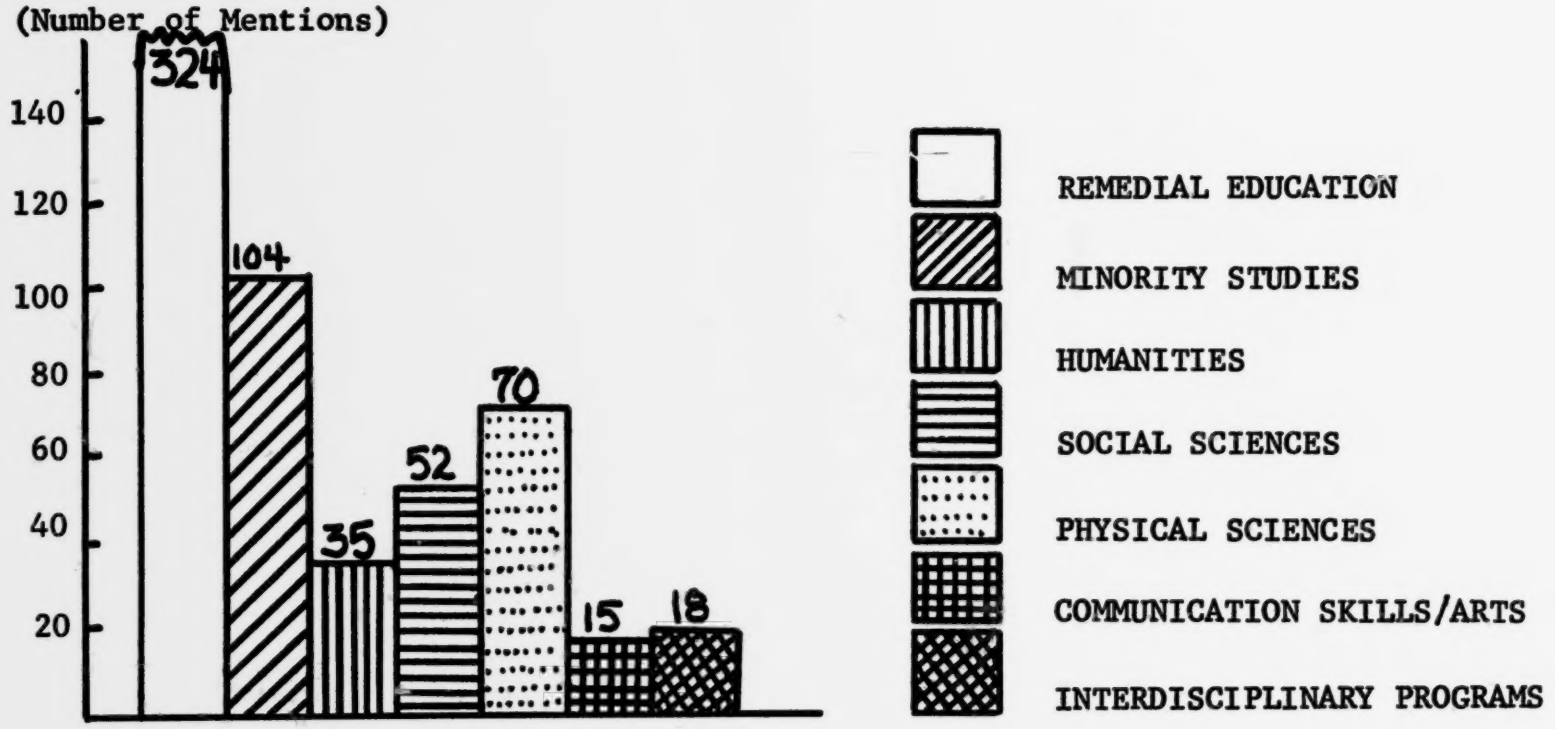
This section reports, in graphic form, on the results of an inquiry into the priority needs and conditions for training faculty and staff members now employed at 288 junior and community colleges. The presidents and deans who responded were asked to name up to three areas, in each of six different curricular fields, in which they most wanted additional training for their personnel. Areas covered included academic; vocational/technical; general education, curriculum and learning; aspects of the two-year college; administration and supervision; and counseling and guidance.

Information was also collected for this section on the preferences of junior and community college presidents as to training site locations, timing and duration of training, their possible cost contributions, the need they see for graduate credit for such instruction, and the local availability of in-service training. More specific information on this part of the Survey is contained in the appendices. These include a rank ordering of administrator's training preferences, expressed on both a regional and a national basis.

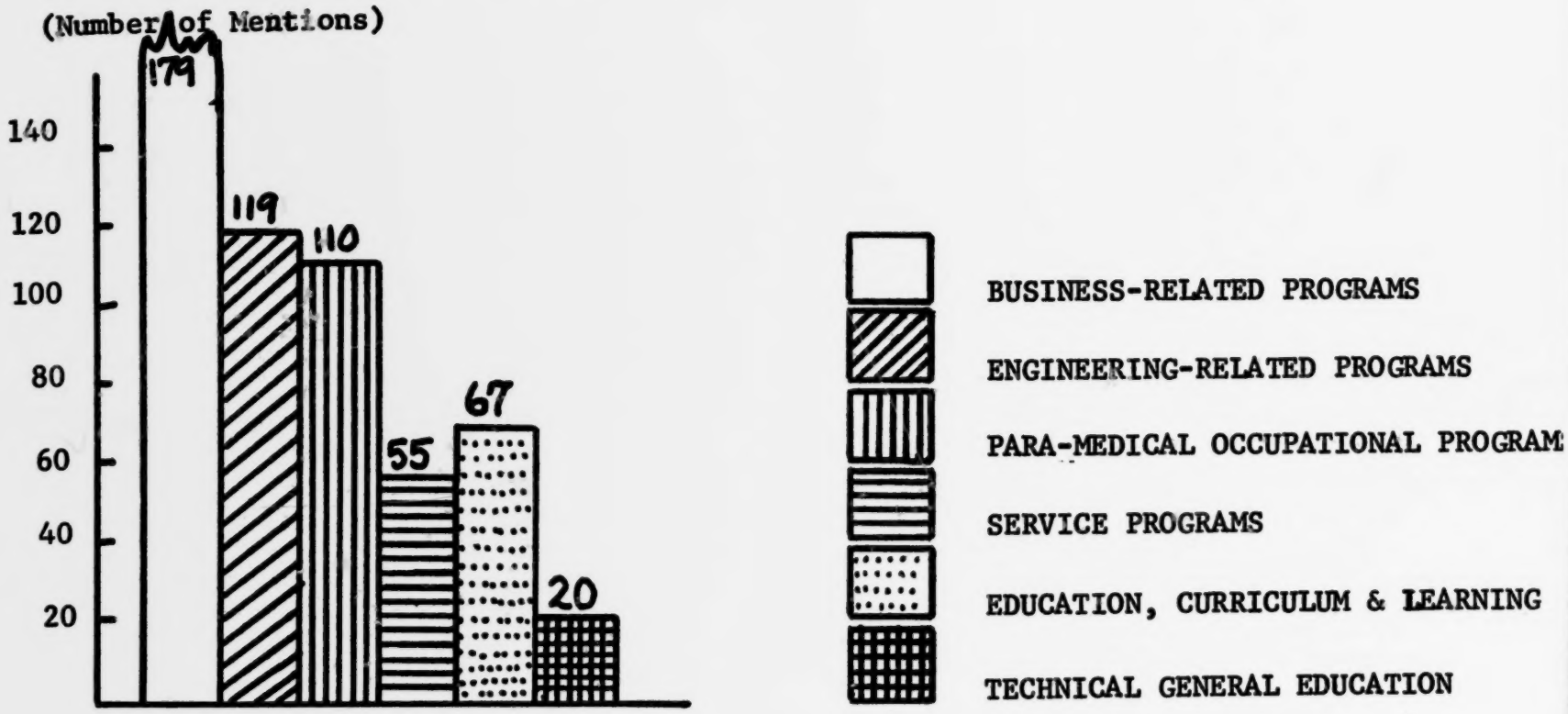
NATIONAL SURVEY OF TRAINING DEMAND

Data reflects the in-service training needs in greatest demand by the presidents of 288 member junior colleges of the Association who returned the questionnaire. Respondents listed up to three training priorities in each of six course areas - Academic, Vocational/Technical; General Education, Curriculum and Learning; Aspects of the Two-Year College; Administration and Supervision; and Counseling and Guidance.

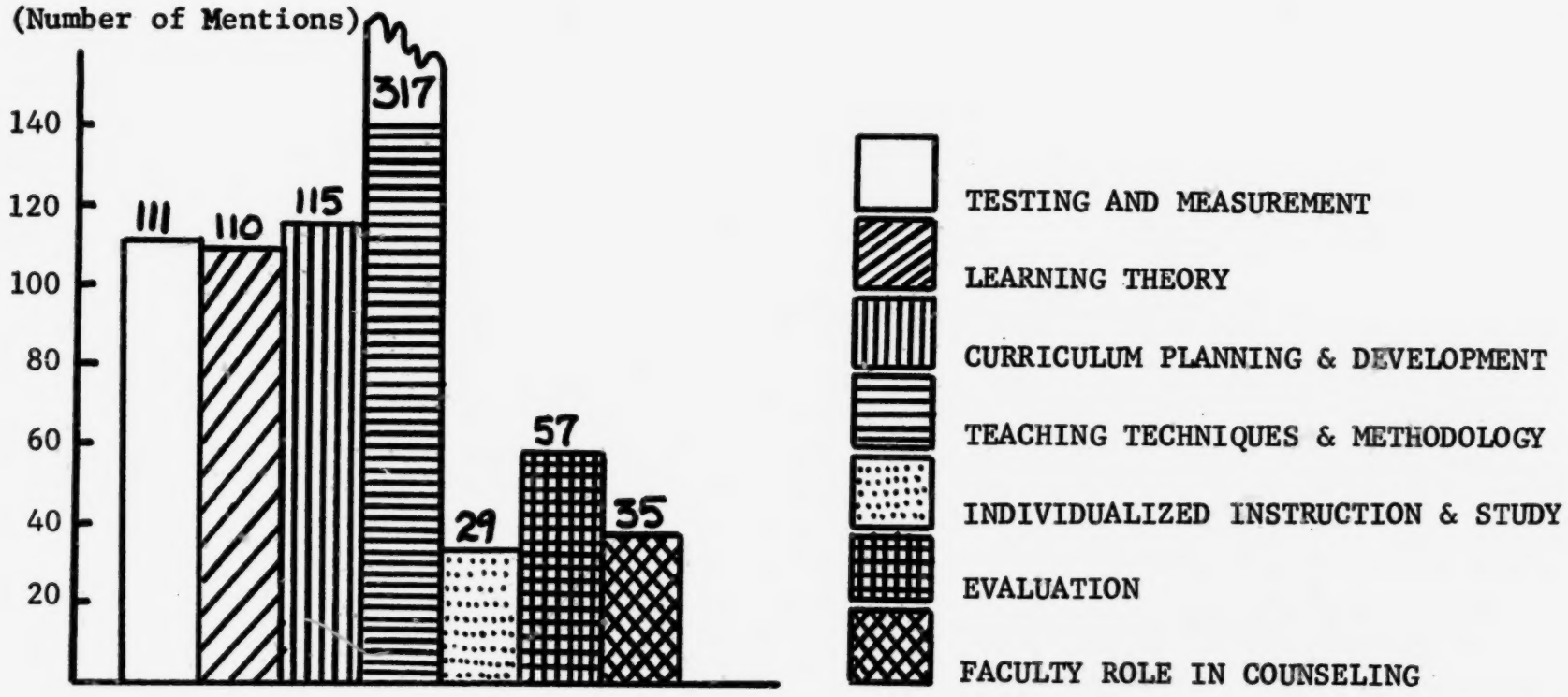
A. ACADEMIC COURSE AREAS



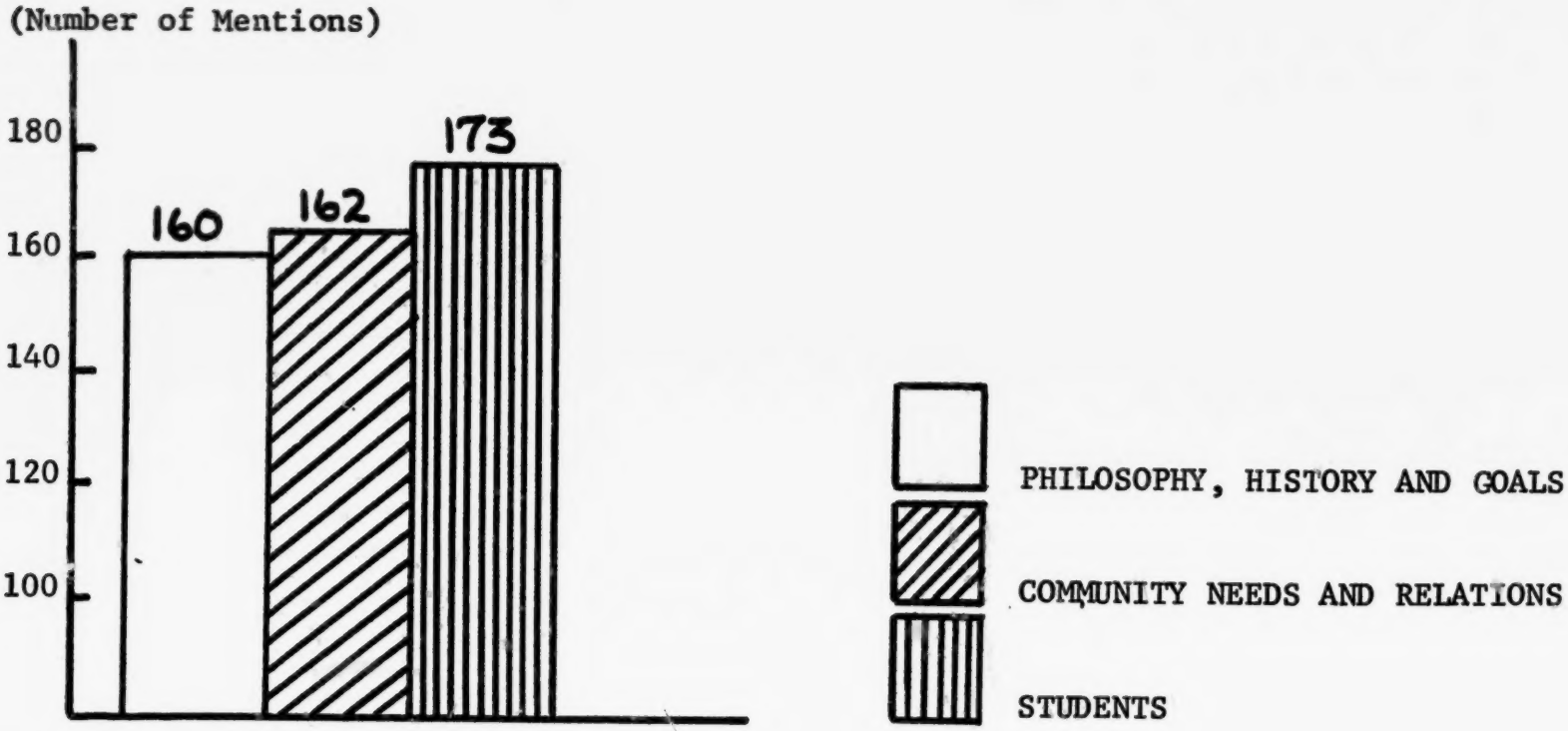
B. VOCATIONAL/TECHNICAL COURSE AREAS



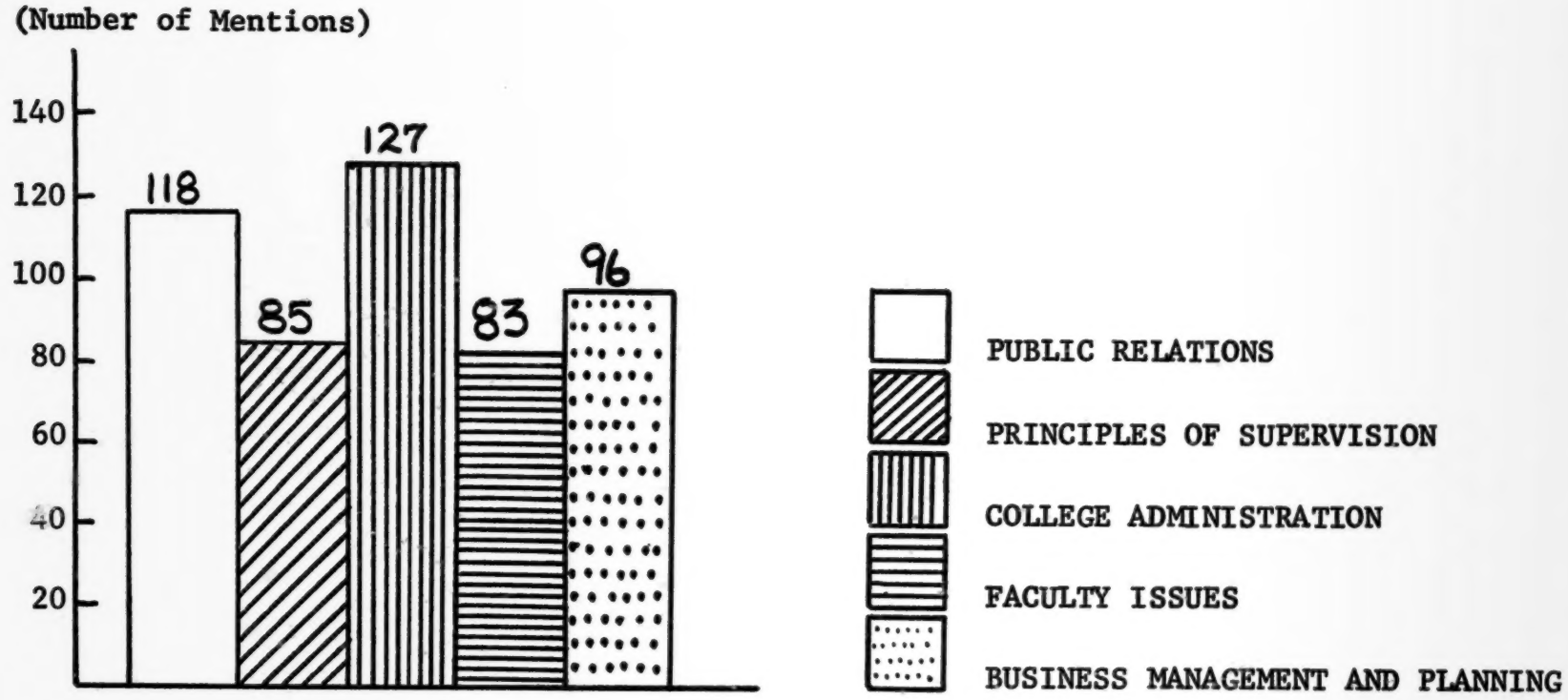
C. GENERAL EDUCATION, CURRICULUM AND LEARNING



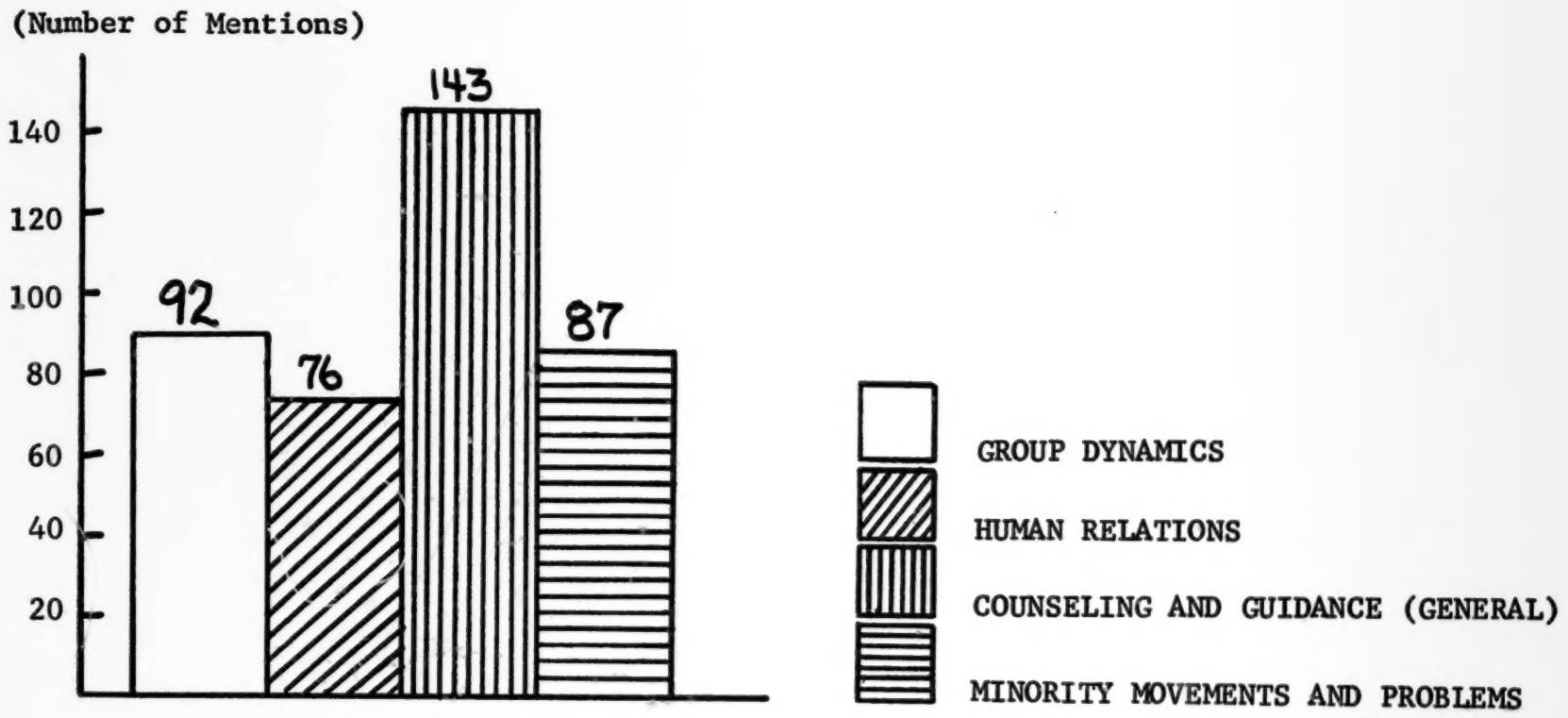
D. ASPECTS OF THE TWO-YEAR COLLEGE



E. ADMINISTRATION AND SUPERVISION

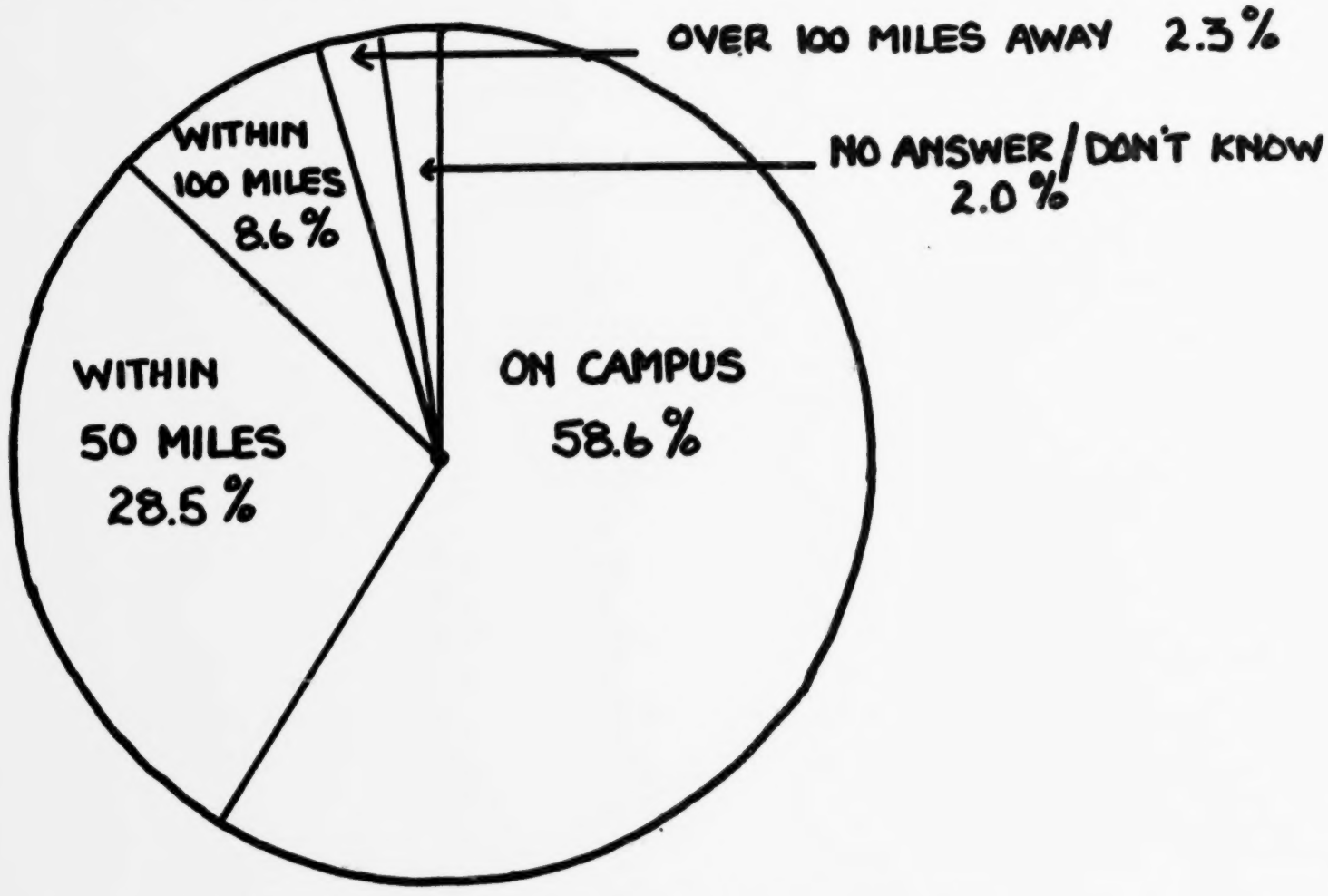


F. COUNSELING AND GUIDANCE

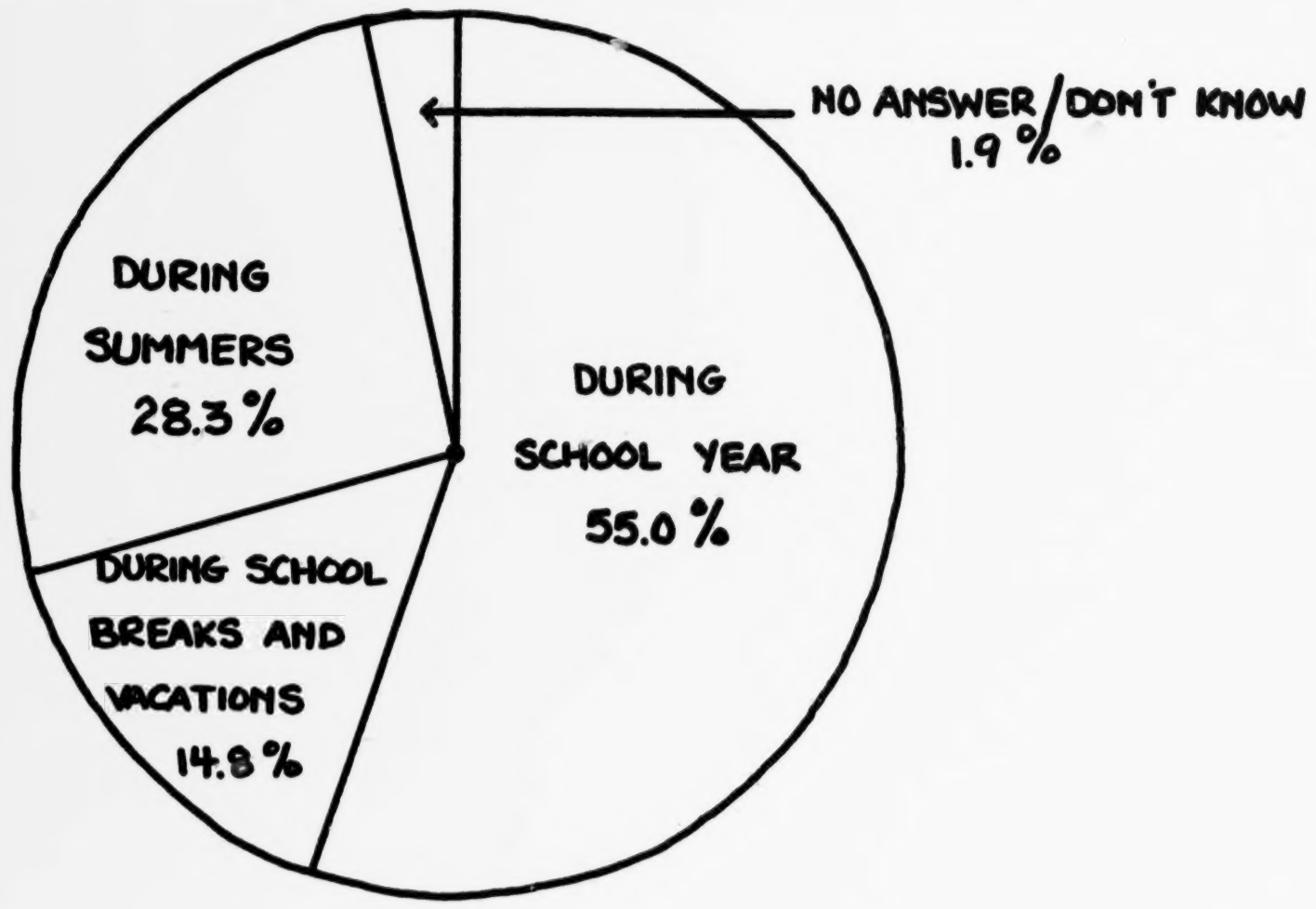


The following questions were asked to determine the basic conditions under which faculty training was most desired:

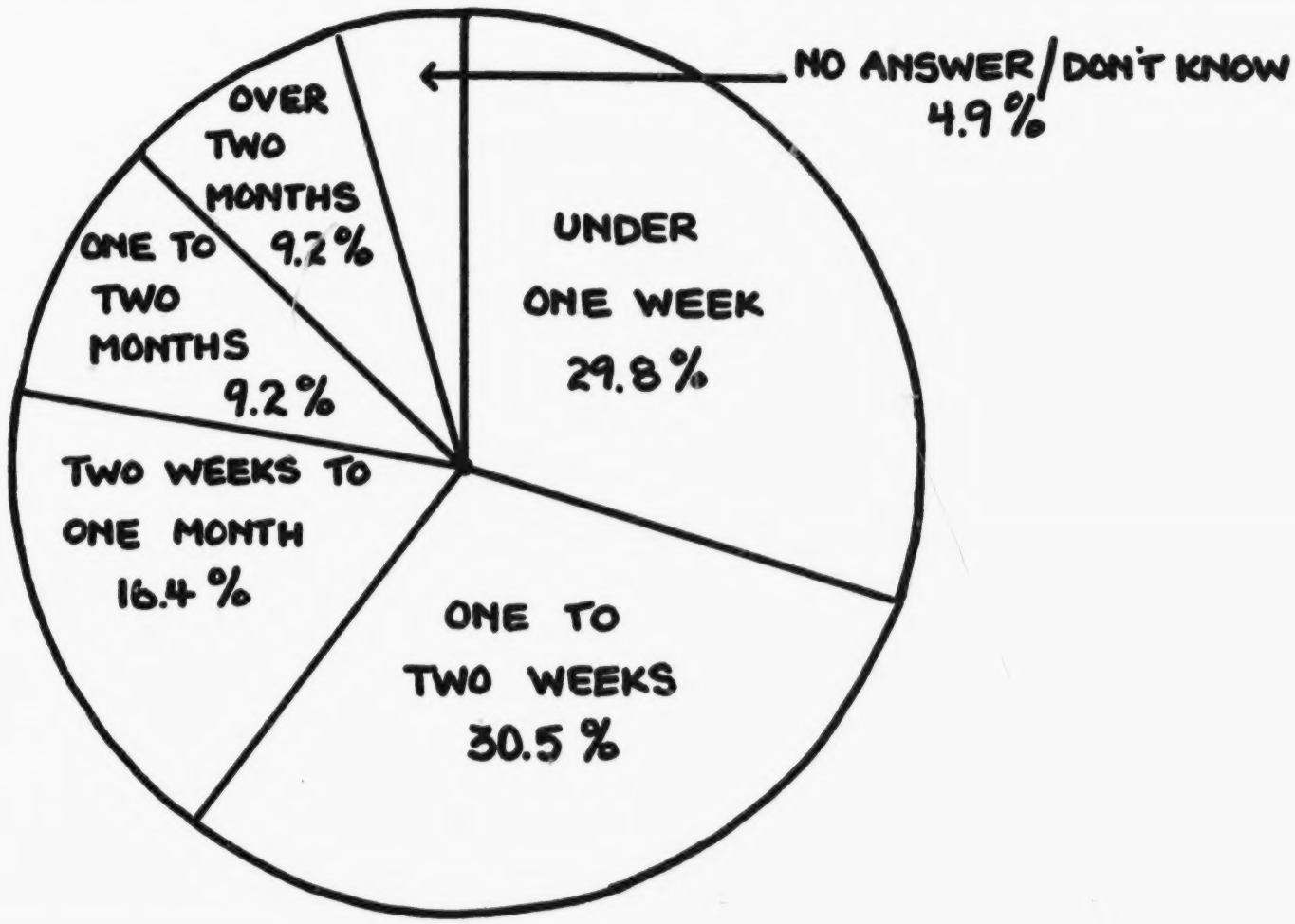
G. PREFERRED TRAINING SITE:



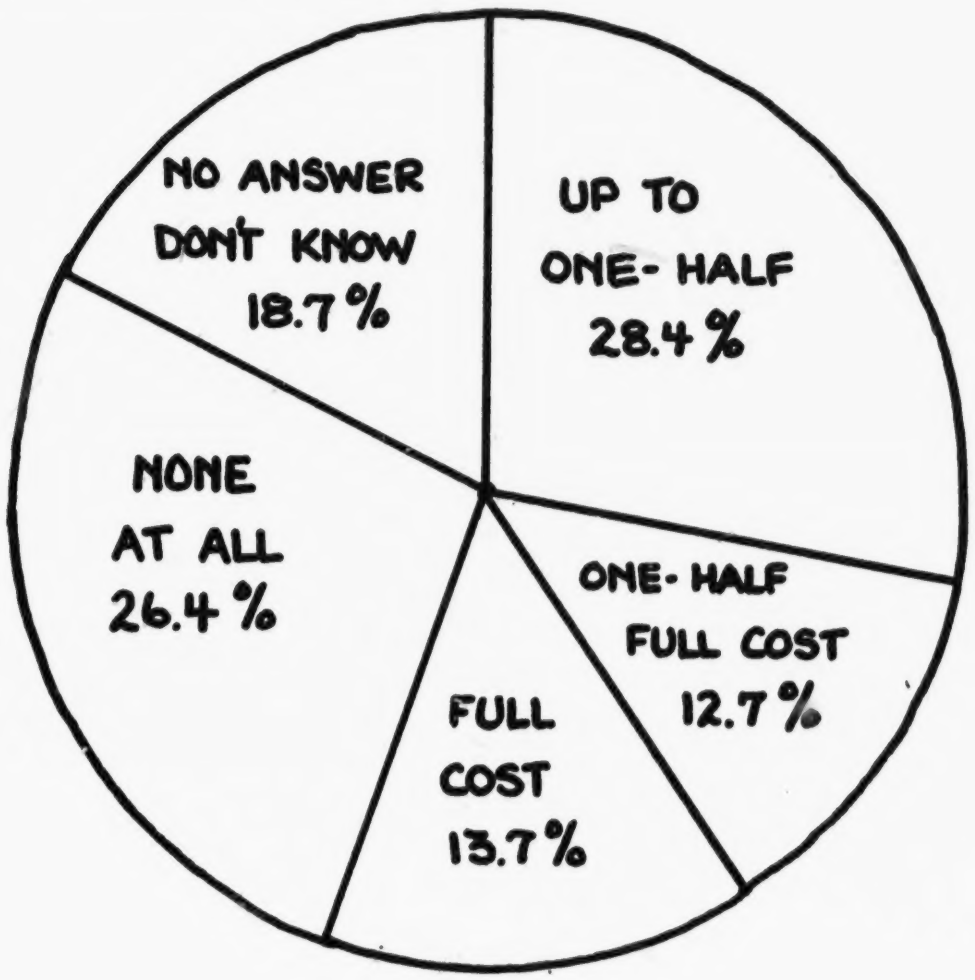
H. FOR GREATEST BENEFIT, SHOULD IN-SERVICE TRAINING BE ARRANGED:



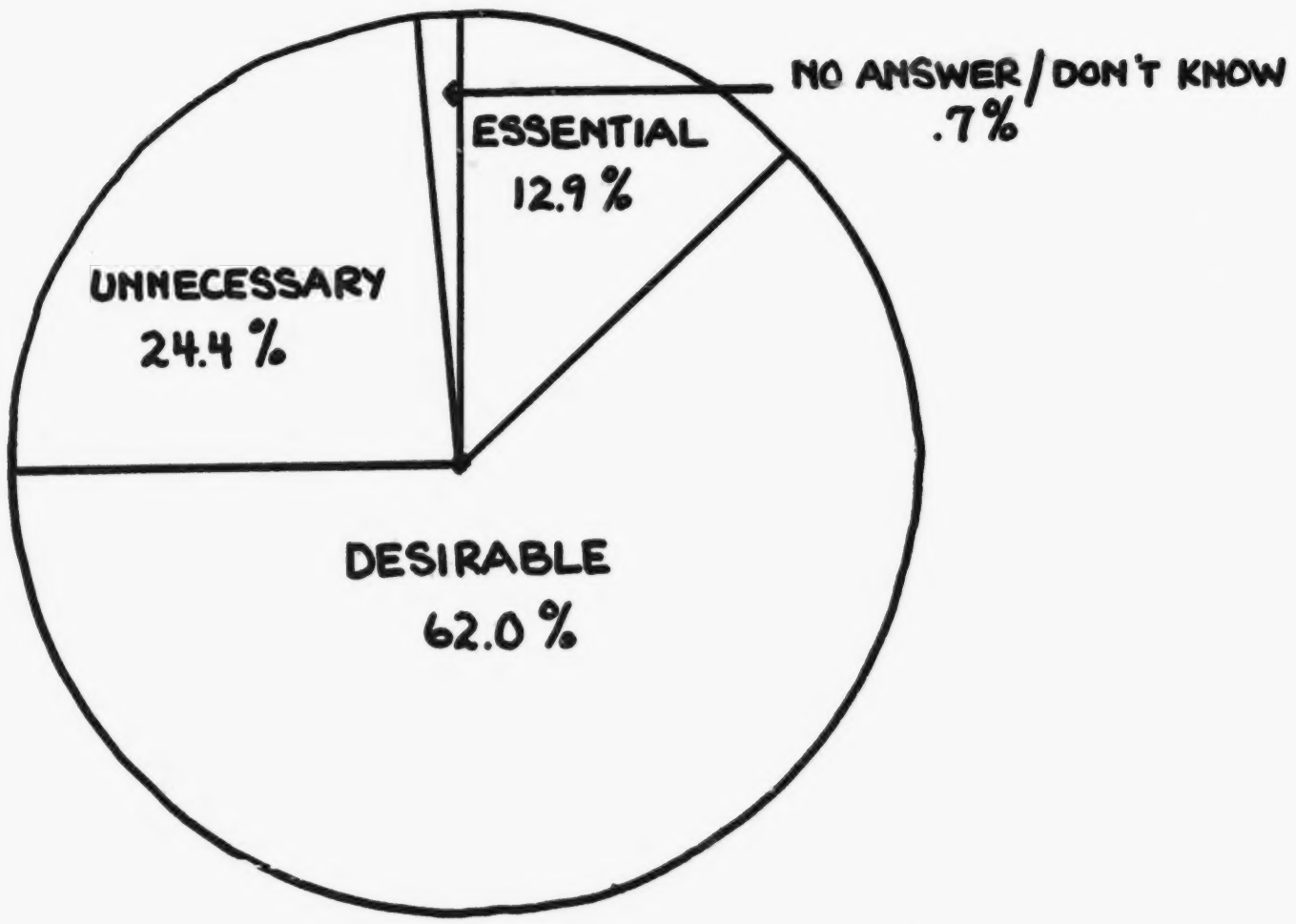
I. BALANCE BOTH AVAILABLE FACULTY TIME AND THEIR TRAINING NEEDS. HOW LONG SHOULD TRAINING LAST?



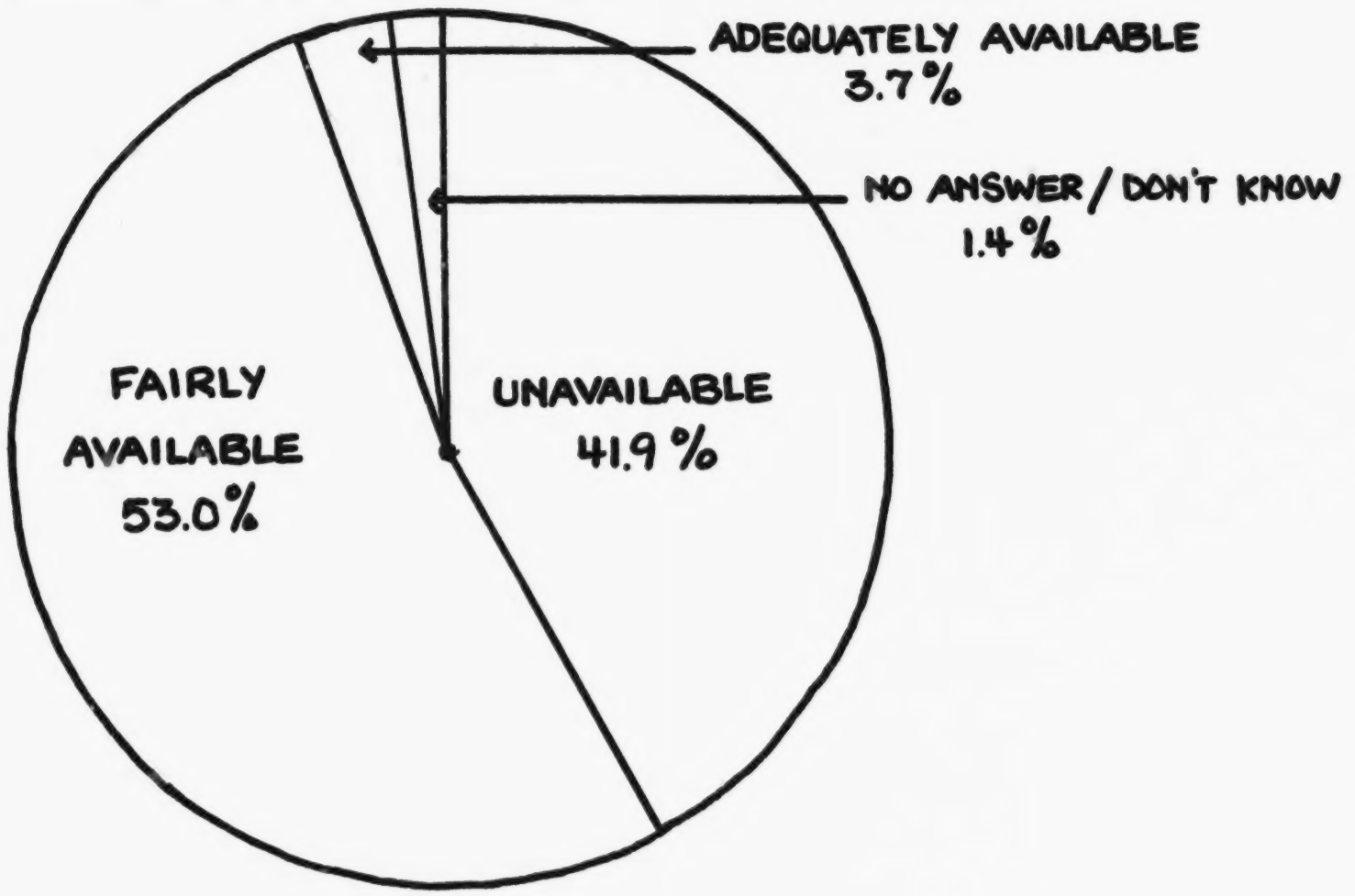
J. WOULD YOUR COLLEGE BE WILLING AND ABLE TO PAY INSTRUCTIONAL AND LIVING EXPENSES FOR THE TRAINING YOU WANT?



K. HOW IMPORTANT DO YOU CONSIDER GRADUATE CREDIT FOR IN-SERVICE TRAINING:



L. CONSIDER THE AVAILABILITY OF WORKSHOPS AND SHORT COURSES TO MEET THE IN-SERVICE TRAINING NEEDS OF YOUR INSTITUTION. OVERALL, ARE THEY:



SUPPLY AND DEMAND OF AVAILABLE TRAINING

This section presents once more the data on specific staff training needs (or "demand") which are felt by presidents of the participating colleges. Concurrently, an overview of the available national supply of such training through fellowships, workshops and short courses is presented.

The information which is included was derived from two principle sources: (a) the Guide to In-Service Training for Two-Year College Faculty and Staff Members (Washington: AAJC, 1969) and (b) the U.S. Office of Education's list of program awards for the Education Professions Development Act: Notification to Members of Congress (Part E), (Washington: U.S. Government Printing Office, 1969). For easier comparison, courses which were included in the AAJC Guide and in the Office of Education's list are described in accordance with the specific categories used in the National Survey of Training Demand.

The table which follows also summarizes by course field the priority training demands of the two-year colleges, and then compares them with the supply of in-service training currently available to instructors and staff at these institutions. About 50 fellowship programs, and a like number of workshops and short courses are listed, which are being given under EPDA auspices. Some 200 in-service training courses from the AAJC Guide are also included in the tables. Data from both of these sources relates to programs scheduled to be conducted in 1969 and early 1970.

SUPPLY AND DEMAND OF AVAILABLE TRAINING
(NATIONAL SUMMARY)

COURSE AREAS	TRAINING DEMAND (By Number of Mentions in Survey)	TRAINING SUPPLY (By Number of Programs) USOE-EPDA (Part E) 1969-70 Fellowships*	Workshops	A.A.J.C. 1969 Training Guide
ACADEMIC:				
- Remedial English	113	-	-	-
- Remedial Reading	86	-	-	-
- Remedial Mathematics	59	-	-	-
- Remedial (General)	46	-	2	-
- Afro-American Studies	77	-	1	-
- Mexican-American Studies	9	-	-	-
- Minority Studies (General)	18	-	-	-
- Humanities	35	8	1	1
- Social Sciences	52	4	1	3
- Physical Sciences	70	7	1	69
- Communication Skills/ Arts	15	-	-	-
- Interdisciplinary Programs	18	-	-	-
VOCATIONAL/TECHNICAL:				
- Data Processing	114	-	-	-
- Computer Science	27	-	1	1
- Business-Related Programs (General)	38	1	-	5
- Auto Mechanics	10	-	-	1
- Engineering-Related Programs (General)	109	1	-	5
- Nursing	34	1	-	-
- Para-Medical Occupational Programs	75	-	-	-
- Service Programs	55	3	-	1
- Improving Voc/Tech Instruction	17	-	-	-
- Developing Voc/Tech Curriculum	22	-	-	3
- Technical General Education	20	-	-	-

* Twelve additional EPDA fellowship programs are being offered during 1969-70 in a variety of academic and vocational/technical subjects. Because of the great diversity of these programs, they cannot be included within established course categories of this Survey. The regional breakdown of these programs is as follows: South Atlantic - 5; South - 2; North Central - 2; and West - 3.

(Supply and Demand of Available Training - National Summary)

COURSE AREAS	TRAINING DEMAND (By Number of Mentions in Survey)	TRAINING SUPPLY (By Number of Programs) USOE-EPDA (Part E) 1969-70 Fellowships	Workshops	A.A.J.C. 1969 Training Guide
EDUCATION, CURRICULUM AND LEARNING:				
- Testing and Measurement	111	-	-	-
- Learning Theory	110	-	-	-
- Writing Behavioral and Instructional Objectives	39	-	-	1
- Curriculum Planning and Development	76	-	-	10
- Educational Media and Technology	107	-	9	1
- Programmed Instruction	118	-	-	-
- Instructional Resources	13	-	-	1
- Teaching Techniques and Methodology	79	-	11	13
- Individualized Instruction and Study	29	-	-	-
- Evaluation	57	-	-	-
- Faculty Role in Counseling	35	-	-	-
ASPECTS OF THE TWO-YEAR COLLEGE:				
- Philosophy, History and Goals	160	-	2	33
- Community Services	26	-	-	-
- Adult Education	14	1	-	1
- Community Needs and Relations	122	-	-	-
- Student Profile	86	-	-	-
- Student Needs	24	-	2	-
- Student Activities	23	-	1	-
- Students (General)	40	-	-	1
ADMINISTRATION AND SUPERVISION:				
- Public Relations	118	-	-	-
- Principles of Supervision	85	-	2	6
- College Administration	127	1	9	18
- Faculty Issues	83	-	-	-
- Budgeting	30	-	-	-

(Supply and Demand of Available Training - National Summary)

COURSE AREAS	TRAINING DEMAND (By Number of Mentions in Survey)	TRAINING SUPPLY (By Number of Programs) USOE-EPDA (Part E) 1969-70 Fellowships	Workshops	A.A.J.C. 1969 Training Guide
- Business Management and Planning	66	-	1	4
COUNSELING AND GUIDANCE:				
- Group Dynamics	92	-	-	-
- Human Relations	76	-	-	-
- Academic Counseling	12	-	-	-
- Vocational/Technical Counseling	27	-	-	-
- Motivating Students	15	-	-	-
- Group Counseling	11	-	1	-
- Counseling and Guidance (General)	78	9	6	17
- Minority Movements and Problems	87	-	1	-

SUMMARY AND CONCLUSION

In this Survey, the presidents of the two-year colleges which belong to the American Association of Junior Colleges, located in all 50 states, were polled on their needs for in-service staff development. Replies were received in time for inclusion from 288 colleges in 42 states. Each questionnaire was completed by a senior administrator, who was asked to specify the three areas in which his faculty or staff most needed further work (among six central categories of curriculum) as well as the terms and conditions under which he would prefer to see such training given.

Nationally, about a quarter of the demand expressed was for more training in the areas of general education, curriculum and learning. The two-year colleges are, after all, teaching colleges. Thus, it seems reasonable that their administrators should seek first and foremost to provide added training for staff and faculty members in more effective ways of handling the increasingly sophisticated tools and techniques of modern teaching.

Demand was also high from college presidents for improved training in the academic and occupational fields. Together, these two areas accounted for some 35% of the staff development programs desired by presidents of the institutions responding. The balance of training most wanted by these chief executives falls into three other categories: administration and supervision; aspects of the two-year college; and counseling and guidance.

From an overview of the results obtained in the Survey, several other conclusions stand out with great impact and clarity. First, the junior and community colleges are energetically striving to help their faculties live up to a reputation for responsiveness to the current needs and concerns of the society and students which they serve. Within every general category of training cited, the specific course areas which are most in demand all underline the increased felt need for contemporary relevance at the two-year colleges. For example, remedial and minority studies and guidance programs, data processing, and modern engineering technology are all in very heavy demand. The need for today's instructors to learn up-dated methods of testing and measurements, the latest discoveries in learning theory, techniques of programmed instruction, and ways of keeping abreast of new educational media and technology - all of these are clearly visible in the results of the Survey.

Consideration should also be given to other acute training requirements mentioned by the college presidents. For example, the single training area in greatest demand by responding colleges was: "The Philosophy, History and Goals of the Two-Year College". Such a strong desire gives clear evidence that America's junior and community college administrators are now sharply aware of the need to transmit to their teachers a greater sense of awareness, and an appreciation of the unique heritage of their institutions. A substantial number of presidents also indicated their wish for staff training to help their faculty better meet community needs and concomitantly, for improved handling of public communications and related activities so as to further strengthen the overall "service dimension" of their institutions.

A heavy demand for faculty programs in group dynamics and human relations was also apparent. This may represent an additional confirmation of the need indicated elsewhere by the colleges to find new and more effective ways to assist their teachers

in listening closer and responding better to the changing needs of their students. Increasingly, the two-year colleges are challenged to work with and teach a student body possessing a kaleidoscopic range of backgrounds, interests, career and study goals.

Training needs were also expressed by the administrators in terms of location, timing, costs and availability. Over half the presidents polled preferred to have training given on their own campuses. About the same percentage (55%) also indicated a preference for training during the school year, preferably for no longer than two weeks at a time.* Slightly over half the respondents also said that their institutions would be willing to pay some or even all the costs for staff training. An even larger proportion (about three-quarters of those who replied) thought that graduate credit for in-service training was either desirable or essential, in order to make in-service training most effective. Finally, an overwhelming 95% of the college administrators polled expressed their conviction that the training which their people needed was <u>not</u> adequately available within their regions at least at the present time.

The information included in this Survey does not yield either a complete nor an accurate national picture of all training programs and courses available to two-year college personnel. Undoubtedly, the AAJC <u>Guide</u> and the EPDA program lists are incomplete, and other training programs and opportunities are probably available. Many more months of research and analysis would be needed to do a really thorough job of data collection to completely cover the field. However, even if incomplete, the data which is available on training supply clearly suggests a bleak picture, with a serious national "training gap" reported in the Survey from two-year college presidents and deans in every section of the country.

To illustrate, Table 1. ranks and summarizes the administrators' preferences for in-service training course areas for their personnel among six professional training fields.

TABLE 1.

<u>GENERAL TRAINING REQUESTED</u>
(Up to 3 mentions per college)

1.	Education, Curriculum and Learning	- 774
2.	Academic	- 618
3.	Vocational/Technical	- 549
4.	Administration and Supervision	- 509
5.	Aspects of the Two-Year College	- 495
6.	Counseling and Guidance	- 398

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* It became evident from answers to some questionnaires that a number of administrators would prefer continuing or extension education courses for their faculty and staff members. However, since this choice was not included in the inquest, such answers are not tabulated.

Table 2. refines the data further by specifying the top three training priorities of the respondents, within each major training field.

TABLE 2.

SPECIFIC TRAINING REQUESTED (Up to 3 mentions per college)	
1. Academic Remedial English - 133 Remedial Reading - 86 Afro-American Studies - 77	2. Vocational/Technical Data Processing - 114 Engineering-Related Programs - 109 Para-Medical Programs - 75
3. Education, Curriculum and Learning Programmed Instruction - 118 Testing and Measurement - 111 Learning Theory - 110	4. Aspects of the Two-Year College Philosophy, History & Goals - 160 Community Needs & Relations - 122 Student Profile - 86
5. Administration and Supervision Public Relations - 118 Principles of Supervision - 85 Business Management & Planning - 66	6. Counseling and Guidance Group Dynamics - 92 Minority Movements & Problems - 87 Human Relations - 76

Table 3. summarizes the other central conclusions from the Survey as they relate to the preferences and opinions of college administrators concerning the conditions of training.

TABLE 3.

PREFERRED TRAINING CONDITIONS

-- 177 respondents out of 302 indicated "on campus" as the preferred training site.

-- 175 respondents out of 318 indicated "during school year" as the time of greatest benefit for in-service training.

-- 184 respondents out of 305 preferred in-service training of under two weeks.

-- 164 respondents out of 299 indicated a willingness to pay up to full cost for in-service training.

-- 221 respondents out of 295 consider graduate credit for in-service training either desirable or essential.

-- Out of 296 responses, 281 felt that in-service training is either unavailable (124 respondents) or only fairly available (157 respondents).

(The total sample used was 288. However, some respondents indicated more than one preference in response to each question.)

According to the data collected, there seems to be only a handful of fields in which the training in greatest demand is available in significant quantity. Such a short list might include some National Science Foundation programs in the physical sciences; a number of courses in the philosophy, history and goals of the two-year colleges; and a few programs each on teaching techniques and methods, modern educational administration and general guidance and counseling. Thus, without any doubt whatsoever, much more must be done if a noticeable dent in the "felt needs" for faculty and staff development is to be made in the two-year colleges. Training needs are seen to be especially acute in areas where these schools are growing fastest, particularly where financial support for personnel development programs seems most available. However, the basic problem is similar everywhere: more and better relevant graduate training for two-year college faculty is needed in every region of the country. Table 4. suggests the serious and growing gap which now prevails between the known supply and demand for in-service training.

TABLE 4.

SUPPLY AND DEMAND OF TRAINING

Significant Fields In Which Desired In-Service Training is Generally Available*	Significant Fields In Which Desired In-Service Training is Generally Unavailable**
- Humanities - Physical Sciences - Curriculum Planning and Development - Educational Media and Technology - Teaching Techniques and Methodology - Philosophy, History and Goals - Principles of Supervision - College Administration - Counseling and Guidance (General)	- Remedial English - Remedial Reading - Remedial Mathematics - General Remedial Education - Afro-American Studies - Social Sciences - Data Processing - Business-Related Programs - Engineering-Related Programs - Nursing - Para-Medical Programs - Service Programs - Testing and Measurement - Learning Theory - Writing Behavioral and Instructional Objectives - Programmed Instruction - Evaluation - Faculty Role in Counseling - Community Needs and Relations - Student Profile - Students (General) - Public Relations - Faculty Issues - Budgeting - Business Management and Planning - Group Dynamics - Human Relations - Minority Movements and Problems

* 8 or more programs scheduled

** 30 or more requests from respondents

Today, there are some 85,000 instructors at work in nearly 1000 two-year colleges in America. Their numbers are now increasing by some 15% to 20% each year. A quarter of a million teachers at these schools are foreseen by the end of the next decade, serving as many students as are enrolled today in all of the institutions of higher learning in the country (6 million). The amount and complexity of courses for which these swelling ranks of teachers are responsible are growing even faster. Clearly, additional training programs, with a greater impact in meeting the acute challenges faced by faculty members at these colleges are needed - and they are needed now!

It is hoped that this modest study can help to inform and inspire with a sense of urgency those who must plan for and mobilize the resources so urgently needed for future faculty development efforts. If it does suggest to such educators, foundation and government officials some positive directions to chart in view of the awe-inspiring dimensions of the challenge at these burgeoning schools, then the Survey will have fulfilled its central purpose.

APPENDIX A

REGIONAL DATA

GEOGRAPHICAL REGIONS

1. Northeast

Connecticut
Maine
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
Vermont

2. South Atlantic

Delaware
District of Columbia
Florida
Georgia
Maryland
North Carolina
South Carolina
Virginia
West Virginia

3. South

Alabama
Arkansas
Kentucky
Louisiana
Mississippi
Oklahoma
Tennessee
Texas

4. North Central

Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin

5. West

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana
Nevada
New Mexico
Oregon
Utah
Washington
Wyoming

NORTHEAST REGIONAL SURVEY OF TRAINING DEMAND

The data reflects the in-service training needs in greatest demand by the presidents of 56 member junior colleges of the Association in the Northeast Region who returned the questionnaire. Respondents listed up to three training priorities in each of six course areas - academic; vocational/technical; general education, curriculum and learning; aspects of the two-year college; administration and supervision; and counseling and guidance.

A. COURSE AREAS

1. Academic

a. Remedial Education

- English - 30
- Reading - 17
- Mathematics - 17
- General - 3

b. Minority Studies

- Afro-American Studies - 17
- Mexican-American Studies - -
- General - 3

c. Humanities - 5

d. Social Sciences - 12

e. Physical Sciences - 14

f. Communication Skills/Arts - 1

g. Interdisciplinary Programs - 4

TOTAL - 123

2. Vocational/Technical

a. Business-Related Programs

- Data-Processing - 26
- Computer Science - 11
- General - 4

b. Engineering-Related Programs

- Auto Mechanics - 1
- General - 18

c. Para-Medical Occupational Programs

- Nursing - 9
- General - 19

(Northeast Regional Survey of Training Demand)

d. Service Programs - 15

e. Education, Curriculum and Learning (Occupational)

- Improving vocational/technical instruction - 1
- Developing vocational/technical curriculum - 2
- General - 2

f. Technical General Education - 2 TOTAL - 110

3. General Education, Curriculum and Learning

a. Testing and Measurement - 25

b. Learning Theory - 21

c. Curriculum Planning and Development

- Writing Behavioral and Instructional Objectives - 4
- General - 14

d. Teaching Techniques and Methodology

- Educational Media and Technology - 22
- Programmed Instruction - 24
- Instructional Resources - 3
- General - 17

e. Individualized Instruction and Study - 5

f. Evaluation - 17

g. Faculty Role in Counseling - 11 TOTAL - 163

4. Aspects of the Two-Year College

a. Philosophy, History and Goals - 40

b. Community Needs and Relations

- Community Services - 3
- Adult Education - -
- General - 21

c. Students

- Student Profile - 22
- Student Needs - 5
- Student Activities - -
- General - 8 TOTAL - 99

(Northeast Regional Survey of Training Demand)

5. Administration and Supervision

   a. Public Relations - 18

   b. Principles of Supervision - 15

   c. College Administration - 24

   d. Faculty Issues - 16

   e. Business Management and Planning

      - Budgeting - 5
      - General - 10

TOTAL - 88

6. Counseling and Guidance

   a. Group Dynamics - 20

   b. Human Relations - 18

   c. Counseling and Guidance

      - Academic Counseling - 4
      - Vocational/Technical Counseling - 3
      - Motivating Students - 2
      - Group Counseling - -
      - General - 10

   d. Minority Movements and Problems - 16

TOTAL - 73

The following questions were asked to determine the basic conditions under which faculty training was most desired:

B. Preferred Training Site

1. On campus - 33
2. Within 50 miles - 18
3. Within 100 miles - 6
4. Over 100 miles away - 1
5. No answer/don't know - 1

(Northeast Regional Survey of Training Demand)

C. For Greatest Benefit, Should In-Service Training Be Arranged:

1. During school year - 27
2. During school breaks and vacations - 16
3. During summers - 18
4. During sabbaticals - -
5. No answer/don't know - 1

D. Balance Both Available Faculty Time and Their Training Needs. How Long Should Training Last?

1. Under one week - 19
2. One to two weeks - 18
3. Two weeks to one month - 13
4. One to two months - 4
5. Over two months - 6
6. No answer/don't know - - 1

E. Would Your College Be Willing and Able to Pay Instructional and Living Expenses For the Training You Want?

1. Up to one-half - 20
2. One-half the full cost - 7
3. Full cost - 9
4. None at all - 13
5. No answer/don't know - 9

F. How Important Do You Consider Graduate Credit for In-Service Training:

1. Essential - 4
2. Desirable - 32
3. Unnecessary - 21
4. No answer/don't know - -

(Northeast Regional Survey of Training Demand)

G. Consider the Availability of Workshops and Short Courses to Meet the In-Service Training Needs of Your Institution. Overall, Are They:

1. Unavailable - 32
2. Fairly available - 25
3. Adequately available - -
4. No answer/don't know - -

RESUME OF RESULTS

I. Total Course Areas Requested

1. Academic - 123
2. Vocational/Technical - 110
3. Education, Curriculum and Learning - 163
4. Aspects of the Two-Year College - 99
5. Administration and Supervision - 88
6. Counseling and Guidance - 73

II. Top Three Priorities by Individual Course Area

1. Academic:
   - Remedial English - 30
   - Remedial Reading - 17
   - Remedial Mathematics - 17
   - Afro-American Studies - 17

2. Vocational/Technical:
   - Data Processing - 26
   - Para-Medical Occupational Programs (General) - 19
   - Engineering-Related Programs (General) - 18

3. Education, Curriculum and Learning:
   - Testing and Measurement - 25
   - Programmed Instruction - 24
   - Educational Media and Technology - 22

4. Aspects of the Two-Year College:
   - Philosophy, History and Goals - 40
   - Student Profile - 22
   - Community Needs and Relations (General) - 21

5. Administration and Supervision:
   - College Administration - 24
   - Public Relations - 18
   - Faculty Issues - 16

(Northeast Regional Survey of Training Demand)

6. Counseling and Guidance:
   - Group Dynamics - 20
   - Human Relations - 18
   - Minority Movements and Problems - 16

III. Other Priorities*:

-- 33 respondents out of 59 indicated "on campus" as the preferred training site.

-- 27 respondents out of 62 indicated "during school year" as the time of greatest benefit for in-service training.

-- 37 respondents out of 61 preferred in-service training of under two weeks.

-- 36 respondents out of 58 indicated a willingness to pay up to full cost for in-service training.

-- 36 respondents out of 57 consider graduate credit for in-service training either desirable or essential.

-- Out of 57 responses felt that in-service training is either unavailable (32 respondents) or only fairly available (25 respondents).

*NOTE: Total sample used was 56, however, some respondents indicated more than one preference in response to the questions.

SOUTH ATLANTIC REGIONAL SURVEY OF TRAINING DEMAND

The data reflects the in-service training needs in greatest demand by the presidents of 63 member junior colleges of the Association in the South Atlantic Region who returned the questionnaire. Respondents listed up to three training priorities in each of six course areas - academic; vocational/technica; general education, curriculum and learning; aspects of the two-year college; administration and supervision; and counseling and guidance.

A. COURSE AREAS

1. Academic

a. Remedial Education

- English - 29
- Reading - 14
- Mathematics - 14
- General - 14

b. Minority Studies

- Afro-American Studies - 15
- Mexican-American Studies - -
- General - 2

c. Humanities - 8

d. Social Sciences - 7

e. Physical Sciences - 16

f. Communication Skills/Arts - 3

g. Interdisciplinary Programs - 3

TOTAL - 125

2. Vocational/Technical

a. Business-Related Programs

- Data Processing - 20
- Computer Science - 3
- General - 10

b. Engineering-Related Programs

- Auto Mechanics - 2
- General - 32

c. Para-Medical Occupational Programs

- Nursing - 5
- General - 7

(South Atlantic Regional Survey of Training Demand)

d. Service Programs - 15

e. Education, Curriculum and Learning (Occupational)

- Improving vocational/technical instruction - 3
- Developing vocational/technical curriculum - 7
- General - 5

f. Technical General Education - 3 TOTAL - 112

3. General Education, Curriculum and Learning

a. Testing and Measurement - 21

b. Learning Theory - 27

c. Curriculum Planning and Development

- Writing Behavioral and Instructional Objectives - 10
- General - 19

d. Teaching Techniques and Methodology

- Educational Media and Technology - 27
- Programmed Instruction - 23
- Instructional Resources - 2
- General - 16

e. Individualized Instruction and Study - 5

f. Evaluation - 17

g. Faculty Role in Counseling - 9 TOTAL - 176

4. Aspects of the Two-Year College

a. Philosophy, History and Goals - 33

b. Community Needs and Relations

- Community Services - 7
- Adult Education - 3
- General - 18

c. Students

- Student Profile - 16
- Student Needs - 5
- Student Activities - 14
- General - 7

TOTAL - 103

(South Atlantic Regional Survey of Training Demand)

5. Administration and Supervision

   a. Public Relations - 22

   b. Principles of Supervision - 20

   c. College Administration - 36

   d. Faculty Issues - 10

   e. Business Management and Planning

      - Budgeting - 5
      - General - 13

TOTAL - 106

6. Counseling and Guidance

   a. Group Dynamics - 14

   b. Human Relations - 15

   c. Counseling and Guidance

      - Academic Counseling - 5
      - Vocational/Technical Counseling - 8
      - Motivating Students - 3
      - Group Counseling - 4
      - General - 16

   d. Minority Movements and Problems - 12

TOTAL - 77

The following questions were asked to determine the basic conditions under which faculty training was most desired:

B Preferred Training Site:

1. On campus - 48
2. Within 50 miles - 12
3. Within 100 miles - 3
4. Over 100 miles away - 1
5. No answer/don't know - 1

(South Atlantic Regional Survey of Training Demand)

C. For Greatest Benefit, Should In-Service Training Be Arranged:

1. During school year - 40
2. During school breaks and vacations - 8
3. During summers - 22
4. During sabbaticals - -
5. No answer/don't know - -

D. Balance Both Available Faculty Time and Their Training Needs. How Long Should Training Last?

1. Under one week - 17
2. One to two weeks - 19
3. Two weeks to one month - 12
4. One to two months - 8
5. Over two months - 8
6. No answer/don't know - 2

E. Would Your College Be Willing and Able to Pay Instructional and Living Expenses For the Training You Want?

1. Up to one-half - 11
2. One-half the full cost - 14
3. Full cost - 18
4. None at all - 8
5. No answer/don't know - 14

F. How Important Do You Consider Graduate Credit for In-Service Training:

1. Essential - 5
2. Desirable - 44
3. Unnecessary - 15
4. No answer/don't know - -

(South Atlantic Regional Survey of Training Demand)

G. Consider the Availability of Workshops and Short Courses to Meet the In-Service Training Needs of Your Institution. Overall, Are They:

1. Unavailable - 22
2. Fairly available - 39
3. Adequately available - 3
4. No answer/don't know - -

RESUME OF RESULTS

I. Total Course Areas Requested

1. Academic - 125
2. Vocational/Technical - 112
3. General Education, Curriculum and Learning - 176
4. Aspects of the Two-Year College - 103
5. Administration and Supervision - 106
6. Counseling and Guidance - 77

II. Top Three Priorities by Individual Course Areas

1. Academic:
   - Remedial English - 29
   - Physical Sciences - 16
   - Afro-American Studies - 15

2. Vocational/Technical:
   - Engineering-Related Programs (General) - 32
   - Data Processing - 20
   - Service Programs - 15

3. Education, Curriculum and Learning:
   - Educational Media and Technology - 27
   - Learning Theory - 27
   - Programmed Instruction - 23

4. Aspects of the Two-Year College:
   - Philosophy, History and Goals - 33
   - Community Needs and Relations (General) - 18
   - Student Profile - 16

5. Administration and Supervision:
   - College Administration - 36
   - Public Relations - 22
   - Principles of Supervision - 20

(South Atlantic Regional Survey of Training Demand)

6. Counseling and Guidance:
   - Counseling and Guidance (General) - 16
   - Human Relations - 15
   - Group Dynamics - 14

III. Other Priorities*:

-- 48 respondents out of 65 indicated "on campus" as the preferred training site.

-- 40 respondents out of 70 indicated "during school year" as the time of greatest benefit for in-service training.

-- 36 respondents out of 66 preferred in-service training of under two weeks.

-- 43 respondents out of 65 indicated a willingness to pay up to full cost for in-service training.

-- 49 respondents out of 64 consider graduate credit for in-service training either desirable or essential.

-- Out of 64 responses, 61 felt that in-service training is either unavailable (22 respondents) or only fairly available (39 respondents).

*NOTE: Total sample used was 63, however, some respondents indicated more than one preference in response to the questions.

SOUTHERN REGIONAL SURVEY OF TRAINING DEMAND

The data reflects the in-service training needs in greatest demand by the presidents of 39 member junior colleges of the Association in the Southern Region who returned the questionnaire. Respondents listed up to three training priorities in each of six course areas - academic; vocational/technical; general education, curriculum and learning; aspects of the two-year college; administration and supervision; and counseling and guidance.

A. COURSE AREAS

1. Academic

a. Remedial Education

- English - 21
- Reading - 14
- Mathematics - 11
- General - 7

b. Minority Studies

- Afro-American Studies - 8
- Mexican-American Studies - -
- General - -

c. Humanities - 8

d. Social Sciences - 7

e. Physical Sciences - 14

f. Communication Skills/Arts - 2

g. Interdisciplinary Programs - 2 TOTAL - 94

2. Vocational/Technical

a. Business-Related Programs

- Data Processing - 20
- Computer Science - 5
- General - 7

b. Engineering-Related Programs

- Auto Mechanics - 1
- General - 19

c. Para-Medical Occupational Programs

- Nursing - 7
- General - 8

(Southern Regional Survey of Training Demand)

d. Service Programs - 3

e. Education, Curriculum and Learning (Occupational)

- Improving vocational/technical instruction - 1
- Developing vocational/technical curriculum - 2
- General - 2

f. Technical General Education - 2 TOTAL - 77

3. General Education, Curriculum and Learning

a. Testing and Measurement - 15

b. Learning Theory - 14

c. Curriculum Planning and Development

- Writing Behavioral and Instructional Objectives - 2
- General - 12

d. Teaching Techniques and Methodology

- Educational Media and Technology - 12
- Programmed Instruction - 18
- Instructional Resources - 3
- General - 8

e. Individualized Instruction and Study - 2

f. Evaluation - 3

g. Faculty Role in Counseling - 3 TOTAL - 92

4. Aspects of the Two-Year College

a. Philosophy, History and Goals - 21

b. Community Needs and Relations

- Community Services - 1
- Adult Education - -
- General - 21

c. Students

- Student Profile - 10
- Student Needs - 1
- Student Activities - -
- General - 8 TOTAL - 62

(Southern Regional Survey of Training Demand)

5. Administration and Supervision

   a. Public Relations - 24

   b. Principles of Supervision - 6

   c. College Administration - 15

   d. Faculty Issues - 6

   e. Business Management and Planning

      - Budgeting - 2
      - General - 13

TOTAL - 66

6. Counseling and Guidance

   a. Group Dynamics - 7

   b. Human Relations - 8

   c. Counseling and Guidance

      - Academic Counseling - 1
      - Vocational/Technical Counseling - 3
      - Motivating Students - 4
      - Group Counseling - -
      - General - 16

   d. Minority Movements and Problems - 7

TOTAL - 46

The following questions were asked to determine the basic conditions under which faculty training was most desired:

B. Preferred Training Site:

1. On campus - 16
2. Within 50 miles - 16
3. Within 100 miles - 4
4. Over 100 miles away - 3
5. No answer/don't know - -

(Southern Regional Survey of Training Demand)

C. For Greatest Benefit, Should In-Service Training Be Arranged:

1. During school year - 21
2. During school breaks and vacations - 2
3. During summers - 16
4. During sabbaticals - -
5. No answer/don't know - -

D. Balance Both Available Faculty Time and Their Training Needs. How Long Should Training Last?

1. Under one week - 8
2. One to two weeks - 15
3. Two weeks to one month - 5
4. One to two months - 7
5. Over two months - 2
6. No answer/don't know - 2

E. Would Your College Be Willing and Able to Pay Instructional and Living Expenses For the Training You Want?

1. Up to one-half - 10
2. One-half the full cost - 4
3. Full cost - 1
4. None at all - 18
5. No answer/don't know - 6

F. How Important Do You Consider Graduate Credit for In-Service Training?

1. Essential - 7
2. Desirable - 25
3. Unnecessary - 6
4. No answer/don't know - 1

(Southern Regional Survey of Training Demand)

G. Consider the Availability of Workshops and Short Courses to Meet the In-Service Training Needs of Your Institution. Overall, Are They:

1. Unavailable - 15
2. Fairly available - 23
3. Adequately available - 2
4. No answer/don't know - -

RESUME OF RESULTS

I. Total Course Areas Requested

1. Academic - 94
2. Vocational/Technical - 77
3. Education, Curriculum and Learning - 92
4. Aspects of the Two-Year College - 62
5. Administration and Supervision - 66
6. Counseling and Guidance - 46

II. Top Three Priorities by Individual Course Area

1. Academic:
   - Remedial English - 21
   - Remedial Reading - 14
   - Physical Sciences - 14

2. Vocational/Technical:
   - Data Processing - 20
   - Engineering-Related Programs (General) - 19
   - Para-Medical Occupational Programs (General) - 8

3. Education, Curriculum and Learning:
   - Programmed Instruction - 18
   - Testing and Measurement - 15
   - Learning Theory - 14

4. Aspects of the Two-Year College:
   - Philosophy, History and Goals - 21
   - Community Needs and Relations (General) - 21
   - Student Profile - 10

5. Administration and Supervision:
   - Public Relations - 24
   - College Administration - 15
   - Business Management and Planning (General) - 13

(Southern Regional Survey of Training Demand)

6. Counseling and Guidance:
   - Counseling and Guidance (General) - 16
   - Human Relations - 8
   - Minority Movements and Problems - 7
   Group Dynamics - 7

III. Other Priorities*:

-- 16 respondents out of 39 indicated "on campus" as the preferred training site.

-- 21 respondents out of 39 indicated "during school year" as the time of greatest benefit for in-service training

-- 23 respondents out of 39 preferred in-service training of under two weeks.

-- 15 respondents out of 39 indicated a willingness to pay up to full cost for in-service training.

-- 32 respondents out of 39 consider graduate credit for in-service training either desirable or essential.

-- Out of 40 responses, 38 felt that in-service training is either unavailable (15 respondents) or only fairly available (23 respondents).

*NOTE: Total sample used was 39, however, some respondents indicated more than one preference in response to the questions.

NORTH CENTRAL REGIONAL SURVEY OF TRAINING DEMAND

The data reflects the in-service training needs in greatest demand by the presidents of 78 member junior colleges of the Association in the North Central Region who returned the questionnaire. Respondents listed up to three training priorities in each of six course areas - academic; vocational/technical; general education, curriculum and learning; aspects of the two-year college; administration and supervision; and counseling and guidance.

A. COURSE AREAS

1. Academic

a. Remedial Education

- English - 36
- Reading - 25
- Mathematics - 12
- General - 17

b. Minority Studies

- Afro-American Studies - 18
- Mexican-American Studies - -
- General - 3

c. Humanities - 12

d. Social Sciences - 14

e. Physical Sciences - 13

f. Communication Skills/Arts - 5

g. Interdisciplinary Programs - 3

TOTAL - 158

2. Vocational/Technical

a. Business-Related Programs

- Data Processing - 30
- Computer Science - 4
- General - 9

b. Engineering-Related Programs

- Auto Mechanics - 2
- General - 20

c. Para-Medical Occupational Programs

- Nursing - 9
- General - 21

d. Service Programs - 17

e. Education, Curriculum and Learning (Occupational)

- Improving vocational/technical instruction - 6
- Developing vocational/technical curriculum - 7
- General - 11

f. Technical General Education - 12 TOTAL - 148

3. General Education, Curriculum and Learning

a. Testing and Measurement - 30

b. Learning Theory - 29

c. Curriculum Planning and Development

- Writing Behavioral and Instructional Objectives - 14
- General - 20

d. Teaching Techniques and Methodology

- Educational Media and Technology - 32
- Programmed Instruction - 34
- Instructional Resources - 2
- General - 21

e. Individualized Instruction and Study - 13

f. Evaluation - 10

g. Faculty Role in Counseling - 5 TOTAL - 210

4. Aspects of the Two-Year College

a. Philosophy, History and Goals - 44

b. Community Needs and Relations

- Community Services - 11
- Adult Education - 8
- General -35

c. Students

- Student Profile - 29
- Student Needs - 5
- Student Activities - -
- General - 11 TOTAL - 143

(North Central Regional Survey of Training Demand)

5. Administration and Supervision

   a. Public Relations - 36

   b. Principles of Supervision - 27

   c. College Administration - 30

   d. Faculty Issues - 34

   e. Business Management and Planning

      - Budgeting - 10
      - General - 20

      TOTAL - 157

6. Counseling and Guidance

   a. Group Dynamics - 34

   b. Human Relations - 21

   c. Counseling and Guidance

      - Academic Counseling - 2
      - Vocational/Technical Counseling - 8
      - Motivating Students - 4
      - Group Counseling - 3
      - General - 29

   d. Minority Movements and Problems - 23

      TOTAL - 124

The following questions were asked to determine the basic conditions under which faculty training was most desired:

B. Preferred Training Site:

1. On campus - 49

2. Within 50 miles - 24

3. Within 100 miles - 6

4. Over 100 miles away - -

5. No answer/don't know - 1

(North Central Regional Survey of Training Demand)

C. For Greatest Benefit, Should In-Service Training Be Arranged:

1. During school year - 52
2. During school breaks and vacations - 14
3. During summers - 19
4. During sabbaticals - -
5. No answer/don't know - 1

D. Balance Both Available Faculty Time and Their Training Needs. How Long Should Training Last?

1. Under one week - 31
2. One to two weeks - 27
3. Two weeks to one month - 12
4. One to two months - 7
5. Over two months - 3
6. No answer/don't know - 4

E. Would Your College Be Willing and Able to Pay Instructional and Living Expenses For the Training You Want?

1. Up to one-half - 29
2. One-half the full cost - 8
3. Full cost - 8
4. None at all - 21
5. No answer/don't know - 15

F. How Important Do You Consider Graduate Credit for In-Service Training?

1. Essential - 11
2. Desirable - 48
3. Unnecessary - 21
4. No answer/don't know - -

(North Central Regional Survey of Training Demand)

G. Consider the Availability of Workshops and Short Courses to Meet the In-Service Training Needs of Your Institution. Overall, Are They:

1. Unavailable - 34
2. Fairly available - 41
3. Adequately available - 3
4. No answer/don't know - 1

RESUME OF RESULTS

I. Total Course Areas Requested

1. Academic - 158
2. Vocational/Technical - 148
3. Education, Curriculum and Learning - 210
4. Aspects of the Two-Year College - 143
5. Administration and Supervision - 157
6. Counseling and Guidance - 124

II. Top Three Priorities by Individual Course Area

1. Academic:
   - Remedial English - 36
   - Remedial Reading - 25
   - Afro-American Studies - 18

2. Vocational/Technical:
   - Data Processing - 30
   - Para-Medical Occupational Programs (General) - 21
   - Engineering-Related Programs (General) - 20

3. Education, Curriculum and Learning:
   - Programmed Instruction - 34
   - Educational Media and Technology - 32
   - Testing and Measurement - 30

4. Aspects of the Two-Year College:
   - Philosophy, History and Goals - 44
   - Community Needs and Relations (General) - 35
   - Student Profile - 29

5. Administration and Supervision:
   - Public Relations - 36
   - Faculty Issues - 34
   - College Administration - 30

(North Central Regional Survey of Training Demand)

6. Counseling and Guidance:
   - Group Dynamics - 34
   - Counseling and Guidance (General) - 29
   - Minority Movements and Problems - 23

III. Other Priorities*:

-- 49 respondents out of 80 indicated "on campus" as the preferred training site.

-- 52 respondents out of 86 indicated "during school year" as the time of greatest benefit for in-service training.

-- 58 respondents out of 84 preferred in-service training of under two weeks.

-- 45 respondents out of 81 indicated a willingness to pay up to full cost for in-service training.

-- 59 respondents out of 80 consider graduate credit for in-service training either desirable or essential.

-- Out of 79 responses, 75 felt that in-service training is either unavailable (34 respondents) or only fairly available (41 respondents).

*NOTE: Total sample used was 78, however, some respondents indicated more than one preference in response to the questions.

WESTERN REGIONAL SURVEY OF TRAINING DEMAND

The data reflects the in-service training needs in greatest demand by the presidents of 52 member junior colleges of the Association in the Western Region who returned the questionnaire. Respondents listed up to three training priorities in each of six course areas.- academic; vocational/technical; general education, curriculum and learning; aspects of the two-year college; administration and supervision; and counseling and guidance.

A. COURSE AREAS

1. Academic

a. Remedial Education

- English - 17
- Reading - 16
- Mathematics - 5
- General - 5

b. Minority Studies

- Afro-American Studies - 19
- Mexican-American Studies - 9
- General - 10

c. Humanities - 2

d. Social Sciences - 12

e. Physical Sciences - 13

f. Communication Skills/Arts - 4

g. Interdisciplinary Programs - 6 TOTAL - 118

2. Vocational/Technical

a. Business-Related Programs

- Data Processing - 18
- Computer Science - 4
- General - 8

b. Engineering-Related Programs

- Auto Mechanics - 4
- General - 20

c. Para-Medical Occupational Programs

- Nursing - 4
- General - 20

(Western Regional Survey of Training Demand)

d. Service Programs - 5

d. Education, Curriculum and Learning (Occupational)

- Improving vocational/technical instruction - 6
- Developing vocational/technical curriculum - 4
- General - 8

f. Technical General Education - 1

TOTAL - 102

3. General Education, Curriculum and Learning

a. Testing and Measurement - 20

b. Learning Theory - 19

c. Curriculum Planning and Development

- Writing Behavioral and Instructional Objectives - 9
- General - 11

d. Teaching Techniques and Methodology

- Educational Media and Technology - 14
- Programmed Instruction - 19
- Instructional Resources - 3
- General - 17

e. Individualized Instruction and Study - 4

f. Evaluation - 10

g. Faculty Role in Counseling - 7

TOTAL - 133

4. Aspects of the Two-Year College

a. Philosophy, History and Goals - 22

b. Community Needs and Relations

- Community Services - 4
- Adult Education - 3
- General - 28

c. Students

- Student Profile - 9
- Student Needs - 8
- Student Activities - 9
- General - 5

TOTAL - 88

(Western Regional Survey of Training Demand)

5. Administration and Supervision

   a. Public Relations - 18

   b. Principles of Supervision - 17

   c. College Administration - 22

   d. Faculty Issues - 17

   e. Business Management and Planning

      - Budgeting - 8
      - General - 10

      TOTAL - 92

6. Counseling and Guidance

   a. Group Dynamics - 17

   b. Human Relations - 14

   c. Counseling and Guidance

      - Academic Counseling - -
      - Vocational/Technical Counseling - 5
      - Motivating Students - 2
      - Group Counseling - 4
      - General - 7

   d. Minority Movements and Problems - 29

      TOTAL - 78

The following questions were asked to determine the basic conditions under which faculty training was most desired:

B. Preferred Training Site:

   1. On campus - 31

   2. Within 50 miles - 16

   3. Within 100 miles - 7

   4. Over 100 miles away - 2

   5. No answer/don't know - 2

(Western Regional Survey of Training Demand)

C. For Greatest Benefit, Should In-Service Training Be Arranged:

1. During school year - 35
2. During school breaks and vacations - 7
3. During summers - 15
4. During sabbaticals - -
5. No answer/don't know - 3

D. Balance Both Available Faculty Time and Their Training Needs. How Long Should Training Last?

1. Under one week - 16
2. One to two weeks - 14
3. Two weeks to one month- 8
4. One to two months - 2
5. Over two months - 9
6. No answer/don't know - 5

E. Would Your College Be Willing and Able to Pay Instructional and Living Expenses For the Training You Want?

1. Up to one-half - 15
2. One-half the full cost - 5
3. Full cost - 5
4. None at all - 19
5. No answer/don't know - 11

F. How Important Do You Consider Graduate Credit for In-Service Training?

1. Essential - 10
2. Desirable - 34
3. Unnecessary - 9
4. No answer/don't know - 1

(Western Regional Survey of Training Demand)

G. Consider the Availability of Workshops and Short Courses to Meet the In-Service Training Needs of Your Institution. Overall, Are They:

1. Unavailable - 21
2. Fairly available - 29
3. Adequately available - 2
4. No answer/don't know - 3

RESUME OF RESULTS

I. Total Course Areas Requested

1. Academic - 118
2. Vocational/Technical - 102
3. Education, Curriculum and Learning - 133
4. Aspects of the Two-Year College - 88
5. Administration and Supervision - 92
6. Counseling and Guidance - 78

II. Top Three Priorities by Individual Course Area

1. Academic:
   - Afro-American Studies - 19
   - Remedial English - 17
   - Remedial Reading - 16

2. Vocational/Technical:
   - Engineering-Related Programs (General) - 20
   - Para-Medical Occupational Programs (General) - 20
   - Data Processing - 18

3. Education, Curriculum and Learning:
   - Testing and Measurement - 20
   - Programmed Instruction - 19
   - Learning Theory - 19

4. Aspects of the Two-Year College:
   - Community Needs and Relations (General) - 28
   - Philosophy, History and Goals - 22
   - Student Activities - 9
   - Student Profile - 9

5. Administration and Supervision:
   - College Administration - 22
   - Public Relations - 18
   - Principles of Supervision - 17
   - Faculty Issues - 17

(Western Regional Survey of Training Demand)

6. Counseling and Guidance:
   - Minority Movements and Problems - 29
   - Group Dynamics - 17
   - Human Relations - 14

III. Other Priorities*:

-- 31 respondents out of 58 indicated "on campus" as the preferred training site.

-- 35 respondents out of 60 indicated "during school year" as the time of greatest benefit for in-service training.

-- 30 respondents out of 54 preferred in-service training of under two weeks.

-- 25 respondents out of 55 indicated a willingness to pay up to full cost for in-service training.

-- 44 respondents out of 54 consider graduate credit for in-service training either desirable or essential.

-- Out of 55 responses, 50 felt that in-service training is either unavailable (21 respondents) or only fairly available (29 respondents).

*NOTE: Total sample used was 52, however, some respondents indicated more than one preference in response to the questions.

SUPPLY AND DEMAND OF AVAILABLE TRAINING
(REGIONAL SUMMARIES)

COURSE AREAS	NORTHEST Demand[1]	NORTHEST Supply[2]	SOUTH ATLANTIC Demand	SOUTH ATLANTIC Supply	SOUTH Demand	SOUTH Supply	NORTH CENTRAL Demand	NORTH CENTRAL Supply	WEST Demand	WEST Supply
ACADEMIC:										
Remedial English	30	--	29	--	21	--	36	--	17	--
Remedial Reading	17	--	14	--	14	--	25	--	16	--
Remedial Mathematics	17	--	14	--	11	--	12	--	5	--
Remedial General	3	1	14	1	7	--	17	--	5	--
Afro-American Studies	17	--	15	--	8	--	18	1	19	--
Mexican-American Studies	--	--	--	--	--	--	--	--	9	--
Minority Studies (General)	3	--	2	--	--	--	3	--	10	--
Humanities	5	1	8	--	8	1	12	5	2	3
Social Sciences	12	3	7	--	7	1	14	2	12	2
Physical Sciences	12	22	16	10	14	11	13	14	13	20
Communication Skills/ Arts	1	--	3	--	2	--	5	--	4	--
Interdisciplinary Programs	4	--	3	--	2	--	3	--	6	--
VOCATIONAL/TECHNICAL:										
Data Processing	26	--	20	--	20	--	30	--	18	--
Computer Science	11	--	3	--	5	--	4	1	4	1
Business-Related Programs (General)	4	2	10	1	7	--	9	2	8	1
Auto Mechanics	1	--	2	--	1	--	2	1	4	--
Engineering-Related Programs (General)	18	3	32	--	19	--	20	2	20	1

1. Based on number of course areas requested by respondents.
2. Based on number of programs in 1969 USOE-EPDA (Part E) and AAJC Training Guides.

(Supply and Demand of Available Training - Regional Summaries)

COURSE AREAS	NORTHEAST		SOUTH ATLANTIC		SOUTH		NORTH CENTRAL		WEST	
	Demand	Supply	Demand	Supply	Demand	Supply	Demand	Supply	Demand	Supply
Nursing	9	--	5	--	7	--	9	--	4	1
Para-Medical Occupational Programs	19	--	7	--	8	--	21	--	20	--
Service Programs	15	2	15	1	3	--	17	1	5	--
Improving Voc/Tech Instruction	1	--	3	--	1	--	6	--	6	--
Developing Voc/Tech Curriculum	2	--	7	1	2	--	7	--	4	2
Education, Curriculum & Learning (Occupa.)	2	--	5	--	2	--	11	3	8	--
Technical General Education	2	--	3	--	2	--	12	--	1	--
EDUCATION, CURRICULUM AND LEARNING:										
Testing and Measurement	25	--	21	--	15	--	30	--	20	--
Learning Theory	21	--	27	--	14	--	29	--	19	--
Writing Behavioral and Instructional Objectives	4	--	10	--	2	--	14	--	9	1
Curriculum Planning & Development	14	1	19	1	12	2	20	--	11	4
Educational Media & Technology	22	1	27	4	12	1	32	3	14	1
Programmed Instruction	24	--	23	--	18	--	34	--	19	--
Instructional Resources	3	--	2	--	3	--	2	1	3	--
Teaching Techniques & Methodology	17	2	16	3	8	1	21	8	17	10
Individualized Instruction & Study	5	--	5	--	2	--	13	--	4	--
Evaluation	17	1	17	--	3	--	10	--	10	--
Faculty Role in Counseling	11	--	9	--	3	--	5	--	7	--

(Supply and Demand of Available Training - Regional Summaries)

COURSE AREAS	NORTHEAST Demand	NORTHEAST Supply	SOUTH ATLANTIC Demand	SOUTH ATLANTIC Supply	SOUTH Demand	SOUTH Supply	NORTH CENTRAL Demand	NORTH CENTRAL Supply	WEST Demand	WEST Supply
ASPECTS OF THE TWO-YEAR COLLEGE:										
Philosophy, History and Goals	40	2	33	3	21	5	44	16	22	9
Community Services	3	--	7	--	1	--	11	--	4	--
Adult Education	--	1	3	--	--	--	8	1	3	--
Community Needs and Relations	21	--	18	--	21	--	35	--	28	--
Student Profile	22	--	16	--	10	--	29	--	9	--
Student Needs	5	1	5	--	1	1	5	--	8	--
Student Activities	--	--	14	--	--	--	--	--	9	1
Students (General)	8	--	7	--	8	--	11	--	5	1
ADMINISTRATION AND SUPERVISION:										
Public Relations	18	--	22	--	24	--	36	--	18	--
Principles of Supervision	15	--	20	1	6	--	27	3	17	4
College Administration	24	7	36	1	15	2	39	9	22	6
Faculty Issues	16	--	10	--	6	--	34	--	17	--
Budgeting	5	--	5	--	2	--	10	--	8	--
Business Management and Planning	10	1	13	1	13	3	20	--	10	--
COUNSELING AND GUIDANCE:										
Group Dynamics	20	--	14	--	7	--	34	--	17	--
Human Relations	18	3	15	--	8	--	21	--	14	4
Academic Counseling	4	--	5	--	1	--	2	--	--	--
Vocational/Technical Counseling	3	--	8	--	3	--	8	--	5	--
Motivating Students	2	--	3	--	4	--	4	--	2	--

(Supply and Demand of Available Training - Regional Summaries)

COURSE AREAS	NORTHEAST		SOUTH ATLANTIC		SOUTH		NORTH CENTRAL		WEST	
	Demand	Supply	Demand	Supply	Demand	Supply	Demand	Supply	Demand	Supply
Group Counseling	--	--	4	--	--	1	3	--	4	--
Counseling and Guidance (General)	10	4	12	4	16	6	29	12	7	5
Minority Movements and Problems	16	1	12	--	7	--	23	--	29	--

APPENDIX B

NATIONAL SURVEY OF TRAINING DEMAND

IN

TABULAR FORM

NATIONAL SURVEY OF TRAINING DEMAND

Data reflects the in-service training needs in greatest demand by the presidents of 288 member junior colleges of the Association who returned the questionnaire. Respondents listed up to three training priorities in each of six course areas - academic; vocational/technical; general education, curriculum and learning; aspects of the two-year college; administration and supervision; and counseling and guidance.

A. COURSE AREAS

1. Academic

a. Remedial Education

- English - 133
- Reading - 86
- Mathematics - 59
- General - 46

b. Minority Studies

- Afro-American Studies - 77
- Mexican-American Studies - 9
- General - 18

c. Humanities - 35

d. Social Sciences - 52

e. Physical Sciences - 70

f. Communication Skills/Arts - 15

g. Interdisciplinary Programs - 18 TOTAL - 618

2. Vocational/Technical

a. Business-Related Programs

- Data Processing - 114
- Computer Science - 27
- General - 38

b. Engineering-Related Programs

- Auto Mechanics - 10
- General - 109

c. Para-Medical Occupational Programs

- Nursing - 34
- General - 75

(National Survey)

d. Service Programs - 55

e. Education, Curriculum and Learning (Occupational)

- Improving vocational/technical instruction - 17
- Developing vocational/technical curriculum - 22
- General - 28

f. Technical General Education - 20

TOTAL - 549

3. General Education, Curriculum and Learning

a. Testing and Measurement - 111

b. Learning Theory - 110

c. Curriculum Planning and Development

- Writing Behavioral and Instructional Objectives - 39
- General - 76

d. Teaching Techniques and Methodology

- Educational Media and Technology - 107
- Programmed Instruction - 118
- Instructional Resources - 13
- General - 79

e. Individualized Instruction and Study - 29

f. Evaluation - 57

g. Faculty Role in Counseling - 35

TOTAL - 774

4. Aspects of the Two-Year College

a. Philosophy, History and Goals - 160

b. Community Needs and Relations

- Community Services - 26
- Adult Education - 14
- General - 122

c. Students

- Student Profile - 86
- Student Needs - 24
- Student Activities - 23
- General - 40

TOTAL - 495

(National Survey)

5. Administration and Supervision

a. Public Relations - 118

b. Principles of Supervision - 85

c. College Administration

- College Organization - 13
- Planning and Development - 17
- Facilities - 6
- Fund Raising - 8
- Systems Approach - 18
- Communications - 11
- General - 54

d. Faculty Issues

- Faculty Associations - 5
- Faculty-Administrative Relations - 14
- Faculty Involvement in College - 13
- Faculty Evaluation - 36
- Responsibilities of Faculty - 5
- General - 10

e. Business Management and Planning

- Budgeting - 30
- General - 66

TOTAL - 509

6. Counseling and Guidance

a. Group Dynamics - 92

b. Human Relations - 76

c. Counseling and Guidance

- Academic Counseling - 12
- Vocational/Technical Counseling - 27
- Motivating Students - 15
- Group Counseling - 11
- General - 78

d. Minority Movements and Problems - 87

TOTAL - 398

(National Survey)

The following questions were asked to determine the basic conditions under which faculty training was most desired:

B. Preferred Training Site:

1. On campus - 177
2. Within 50 miles - 86
3. Within 100 miles - 26
4. Over 100 miles away - 7
5. No answer/don't know - 6

C. For Greatest Benefit, Should In-Service Training Be Arranged:

1. During school year - 175
2. During school breaks and vacations - 47
3. During summers - 90
4. During sabbaticals - --
5. No answer/don't know - 6

D. Balance Both Available Faculty Time and Their Training Needs. How Long Should Training Last?

1. Under one week - 91
2. One to two weeks - 93
3. Two weeks to one month - 50
4. One to two months - 28
5. Over two months - 28
6. No answer/don't know - 15

E. Would Your College Be Willing and Able to Pay Instructional and Living Expenses For the Training You Want?

1. Up to one-half - 85
2. One-half the full cost - 38

(National Survey)

3. Full Cost - 41

4. None at all - 79

5. No answer/don't know - 56

F. How Important Do You Consider Graduate Credit for In-Service Training?

1. Essential - 38

2. Desirable -183

3. Unnecessary - 72

4. No answer/don't know - 2

G. Consider the Availability of Workshops and Short Courses to Meet the In-Service Training Needs of Your Institution. Overall, Are They:

1. Unavailable - 124

2. Fairly available - 157

3. Adequately available - 11

4. No answer/don't know - 4

RESUME OF RESULTS

I. Total Course Areas Requested

1. Academic - 618
2. Vocational/Technical - 549
3. Education, Curriculum and Learning - 774
4. Aspects of the Two-Year College - 495
5. Administration and Supervision - 509
6. Counseling and Guidance - 398

II. Top Three Priorities by Individual Course Area

1. Academic:
   - Remedial English - 133
   - Remedial Reading - 86
   - Afro-American Studies - 77

(National Survey)

2. Vocational/Technical:
   - Data Processing - 114
   - Engineering-Related Programs (General) - 109
   - Para-Medical Occupational Programs (General) - 75

3. Education, Curriculum and Learning:
   - Programmed Instruction - 118
   - Testing and Measurement - 111
   - Learning Theory - 110

4. Aspects of the Two-Year College:
   - Philosophy, History and Goals - 160
   - Community Needs and Relations (General) - 122
   - Student Profile - 86

5. Administration and Supervision:
   - Public Relations - 118
   - Principles of Supervision - 85
   - Business Management and Planning (General) - 66

6. Counseling and Guidance:
   - Group Dynamics - 92
   - Minority Movements and Problems - 87
   - Human Relations - 76

APPENDIX C

SURVEY INSTRUMENTS

AMERICAN ASSOCIATION OF JUNIOR COLLEGES

1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 | PHONE 462-4031

EDMUND J. GLEAZER, JR.
Executive Director

WILLIAM G. SHANNON
Associate Executive Director

Dear AAJC Member:

Recently, I contacted a number of professional and education associations, universities and colleges to ask about their plans, and their knowledge of others' plans to conduct in-service faculty and staff training programs this year for two-year college personnel. In a follow-up to the Association's prototype (1968) Guide To In-Service Training, we inquired about short courses and workshops in professional areas, training for administration and supervision, discipline programs, vocational and technical training, counseling/guidance, and similar training. Common to all of these categories was the stipulation that such training be specifically devised, or completely suitable for, community and junior college instructors and staff.

The response to our inquiry, which was made to obtain current data for our forthcoming 1969 Guide, has been most gratifying. Timely information has been obtained on over two hu dred suitable programs. As a result, the 1969 Guide has "gone to press" substantially richer and "fatter" than its 1968 predecessor. It does not include data on training offered under the Education Professions Development Act (EPDA). Information on these programs can be obtained directly from the U.S. Office of Education in Washington, D.C.

Meanwhile, many AAJC member colleges and several major professional associations also have been considering what the in-service training priorities should be for their two-year college teachers. A preliminary review of such lists indicates another possible dimension of service for our project.

A sample of one of these lists is attached. It happens to be for English teachers, but its style and format could apply to instructors in many other subjects. You will note that the list has been "streamlined": it is short and to the point. Significantly, its contents were discussed and refined recently by a representative cross-section of practicing two-year college teachers. This training priority list will be sent out to universities and others interested in carrying out short, in-service faculty workshops and short courses. In addition, it will be carefully compared with data which now reaches us from all over the country on workshops and short courses planned annually.

It is our hope and belief that a successful comparison and screening of such priority lists can result in significant guidance to training institutions in the future. The universities' ability to respond more accurately to the "felt training needs" of our two-year colleges can thus be enhanced. Their willingness to change the emphasis and directions of their programs, where this can be shown to be desirable, may also be increased. If significant training needs, clearly identified by you and your faculty, are not met and cannot be filled by existing programs, then

other arrangements might be sought. Consequently, I am hoping for a good response from all two-year colleges concerned with in-service training opportunities for their faculty and staff.

Summer training decisions and budgets generally are set many months in advance. When the colleges, universities and other training sponsors learn from an authoritative source what training community junior college teachers really need and want, then they are more likely to provide it at the level, duration, location and with the structure and content most in demand.

Naturally, not everything can be done through short, in-service courses, important as such training may be. Graduate level, pre-service education should and must be relied upon for much of the "core" education and training for future faculty. The optimum nature, duration, content, location, etc. of these pre-service programs are the objects of separate studies and investigations. For now please confine your considerations just to the special needs which should be met through part-time courses, workshops and training seminars for your instructional and administrative staff.

Thank you in advance for your cooperation and assistance.

Yours sincerely,

Derek S. Singer
Director, Faculty Development Project

DSS/dg
Att.

AMERICAN ASSOCIATION OF JUNIOR COLLEGES

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EDMUND J. GLEAZER, JR.
Executive Director

WILLIAM G. SHANNON
Associate Executive Director

Dear President:

Some results have come in from the letter and brief questionnaire I sent you, inserted in your copy of the "1969 Guide to In-Service Training for Two-Year College Faculty and Staff Members." The information we are obtaining from your reactions and suggestions can really be useful - if....

The big "if" is this: if enough of you let us know about your own staff training needs, we will have good leverage to make your voices heard. Those who will be listening include the colleges, universities, foundations and government offices with training resources available. If our sample is too small, they simply will not listen seriously when we tell them just what training you really need for your faculty and staff. In short, more returns must come in before we can be sure what you want, and then start convincing training sources to get it for you!

Another copy of the questionnaire is attached. If you have sent it in already, ignore it. If not, please help us to help, and send it back soon. You might wish to give this form to your Dean, Faculty Association or Faculty Senate head. I will gladly send him a complimentary copy of the Guide when I receive back the questionnaire.

Yours sincerely,

Derek S. Singer
Director, Faculty Development Project

P.S. Comments and suggestions concerning this year's Guide itself would also help us decide on its value to you as an annual AAJC publication.

American Association of Junior Colleges
FACULTY DEVELOPMENT PROJECT

PRIORITY NEEDS FOR IN SERVICE FACULTY AND STAFF TRAINING

A. COURSE CATEGORY

1. Academic (list up to three priorities, e.g., Remedial English, Afro-American Culture, Ecology)

   a. _____

   b. _____

   c. _____

2. Vocational/Technical (e.g., Oceanography, Inhalation Therapy, Data Processing)

   a. _____

   b. _____

   c. _____

3. Education, Curriculum and Learning (e.g., Modern Tests and Measurements, Programmed Instruction, Learning Theory)

   a. _____

   b. _____

   c. _____

4. Community Junior Colleges (e.g., Philosophy and Goals, Student Profile, Understanding Community Needs)

   a. _____

   b. _____

   c. _____

5. Administration and Supervision (e.g., Modern Supervision, Public Relations, Business Management)

   a. _____

   b. _____

   c. _____

6. Counseling and Guidance (e.g., Human Relations, Group Dynamics, Minority Movements)

   a. _____

   b. _____

   c. _____

7. List your three most urgent training needs:

   a. _____

   b. _____

   c. _____

B. Preferred Training Site (check one):

   1. On campus _____

   2. Within 50 miles _____

   3. Within 100 miles _____

   4. Over 100 miles away _____

C. For Greatest Benefit, Should In-Service Training Be Arranged (check one):

   1. During school year _____

   2. During school breaks and vacations _____

   3. During summers _____

   4. During sabbaticals _____

D. Balance both available faculty time and their training needs. How long should training last? (check one):

   1. Under one week _____

   2. One to two weeks _____

   3. Two weeks to one month _____

   4. One to two months _____

   5. Over two months _____

E. Would your college be willing and able to pay instructional and living expenses for the training you want? (check one):

1. Up to one-half _____
2. One-half the full cost _____
3. Full cost _____
4. None at all _____

F. How important do you consider graduate credit for in-service training? (check one):

1. Essential _____
2. Desirable _____
3. Unnecessary _____

G. Consider the availability of workshops and short courses to meet the in-service training needs of your institution. Overall, are they:

1. Unavailable _____
2. Fairly available _____
3. Adequately available _____

Name and Title _____

_____

Institution _____

City and State _____

DATE _____